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ABSTRACT

The third volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on group dynamics and is divided into two separate documents. Like Volume One (EM 010 420), it is also a self-instructional, syndactic text with discussion sections and criterion quizzes. EM 010 424 is the first document of this volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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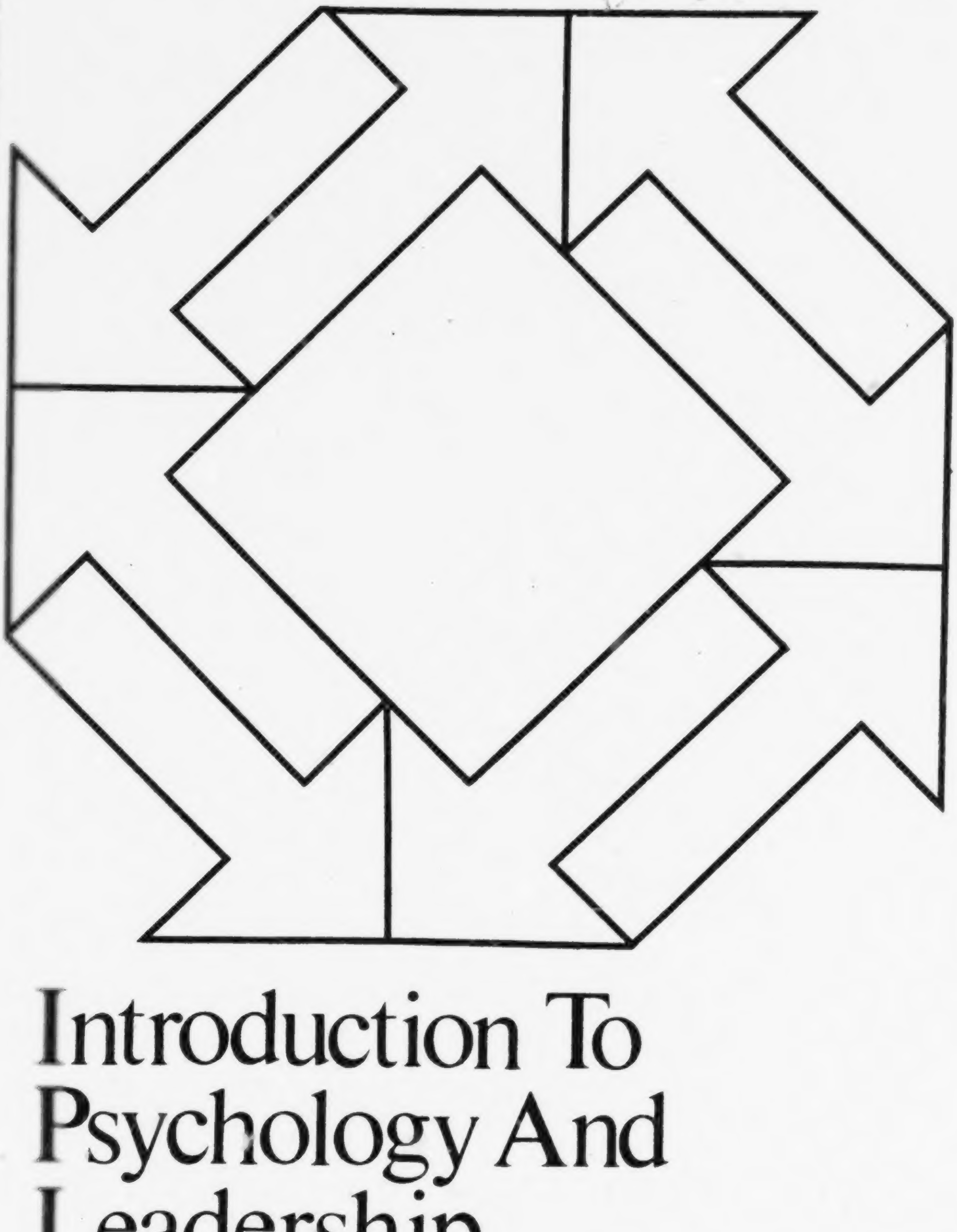

Introduction To Psychology And Leadership

Volume III-B

1

Group Dynamics

EM 010 485

ED 071283

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segments I, II, III, IV, V

Volume III-B

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Annapolis, Maryland
1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment I
Characteristics of Groups

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

6

FOREWORD

> *"I early found that when I worked for myself alone, myself alone worked for me; but when I worked for others also, others also worked for me."*
>
> *Benjamin Franklin*

Although a naval leader often interacts on a one-to-one basis with a follower, more often his efforts, influence, and orders must be directed toward followers who form the group he leads, a division aboard ship, a section ashore, or the entire crew of his command.

Individuals acting in concert are subjected to pressures and forces simply because they are not acting independently but are part of at least one group having a common purpose or mission. Part Three introduces you to the group, its purposes and characteristics, and the forces operating externally and internally which make the group dynamic and influence the leader of the group as he functions with it.

The society in which we live places most of us in a variety of groups. We are born into a group, the family, and proceed through various collections of people as we proceed through childhood play years, schools, employment and social organizations. Each group differs somewhat in membership, purpose, organization and, therefore, in its effect upon its membership. In the first segment, the group is analyzed to determine what it is, why it exists, and how groups differ from one another. The effect of group membership on the member is discussed, as are some of the requirements placed on a leader by the varying types of groups.

CHARACTERISTICS OF GROUPS

Summary 1

Introduction

Group dynamics should be of special interest to you because it bears such an important relationship to leadership. It is one of the major activities studied by social psychologists. This introduction to group dynamics will consider individuals as they function and relate to each other.

For better perspective, you should be aware of the distinction between an organization and a group. An organization is a large, fairly permanent social system designed to achieve limited objectives through the coordinated activities of its members. A "group," in the group dynamics context, is more than merely a collection of people such as may be found on the street or in a supermarket. A group is a specific collection of people who are related to each other by some common interest or purpose. Such a group is our primary focus in this segment.

Classification of Goals

The group strives to achieve several kinds of goals.

1) Organization goals	Those goals of the larger entity of which the group is a part; e.g., the midshipman company as a single part or group within the brigade
2) Group goals	Those goals unique to the group itself; such as the goals of an athletic team, or of a unit in a special parade away from the Academy
3) Personal goals of the follower	Each member of the group, within the group, probably strives for a distinct goal he hopes to attain for himself.
4) Personal goals of the leader	The personal goals the leader hopes to attain while striving to bring about group success

Leadership Roles

The leader functions in two major roles in relation to his group. First is the task role, in which his efforts are directed toward accomplishment of the assigned mission. The leader must assist and direct the group to continued progress toward its organization goals. Second is the group maintenance role, in which the leader strives to maintain the healthy working condition of the group itself. This role involves several complex factors such as achieving and maintaining good morale, relieving excessive demands on individuals, and so on. Both roles are vital to effective leadership.

Characteristics of Groups

The leader's approach could vary according to the makeup of a given group. There are nine generally recognized characteristics of groups.

The first is size, since any two or more persons can be considered a group. Groups may also differ in the degree to which they are organized and operate in a formal manner. A further characteristic is the degree of stratification, or the way levels of hierarchy have evolved in or been imposed on the group. The leader must also be able to recognize the degree to which members control or attempt to control the behavior of group members, and the degree of participation by group members that is demanded, expected, or permitted.

Another important characteristic is the ease of access to membership in (or of expulsion from) the group. Many groups require special qualifications for membership; the Naval Academy is such a group. The stability of the group and of its membership over a period of time is another characteristic to consider. Groups sometimes form almost overnight for a limited, specific goal, and then disband just as quickly when the specified goal has been attained. Groups may further be characterized by the way in which the members relate to one another in varying degrees, both at the person-to-person level and with respect to the various interests and activities of the individuals. Finally, groups vary in the degree to which they subdivide into smaller groups or cliques and in the extent of conflict, if any, between them.

You, as a leader, should practice viewing every group with which you are involved in the light of these nine characteristics. You can then better evaluate group structure and dynamics, group strengths, weaknesses, and potential.

This is the end of Summary 1. Now, go to Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following best defines a "group"?

   a. A large or small number of people involving those who are related

   b. Any large or small collection of related tasks which involve interesting people

   c. Any collection of people who are related to each other by some common interest or attachment

   d. Any collection of unrelated but interesting people who are interested in each other

---

2. Identify the two major roles of the group leader.

   a. Task role and group maintenance role

   b. Healthy working role and mission accomplishment

   c. Progress role and condition role

   d. Morale role and group progress role

---

3. Select the correct classification of group goals.

   a. Organization, private, leader's, followers'

   b. Organization, group, leader's, followers'

   c. Main, group, individual, special

   d. Main, group, individual, leader's

4. Why should a leader know the general characteristics of groups?

   a. They enable the leader to deduce his task role.

   b. They help group members to understand their relative positions.

   c. They help the leader to understand the individual members.

   d. They provide a basis for pointing out group structure and dynamics, group strengths, weaknesses, and potential.

5. Which of the following correctly lists characteristics of groups?

   a. Degree of stratification, external control, ease of access, stability

   b. Degree of organization, stratification, control, ease of access, stability

   c. Degree of organization, expulsion difficulty, stability, subdivisions

   d. Degree of control, participation, ease of access, extent of conflict

Now, check your answers on page 8.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. a
3. b
4. d
5. b

If all your answers are correct, go to Summary 2 on page 21. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

1 The term group is frequently used incorrectly to describe collections of people who may or may not constitute a "group" in the context of group dynamics. Certainly, those people seated in Section AA of the stadium at a football game cannot be considered a group, since, beyond attendance at the game, they have nothing in common. On the other hand, two hundred members of the VFW do constitute a group, for our purposes, since they share membership, interest, and effort toward a common goal. So, too, would a three or four man editorial board for publication of a newsletter or magazine be considered a group.

Which of the following phrases is the best definition of a group?

a. Various collections of people with diverse interests related by the desire to achieve a goal

b. A large number of people sharing a common interest for a specific, limited period of time

c. Any collection of people related by some common interest or attachment

d. None of the above

2 There are four classifications of goals for which a group strives. The first classification encompasses the goals of the larger organization in which the group is merely one part.

What do we call such goals?

a. External goals

b. Organization goals

c. Primary goals

d. Mission-oriented goals

---

3 Any group, of course, has goals peculiar to itself and yet compatible with the organization goals. There is no conflict between the organization goals at the Academy and the goals of the athletic groups, marksmanship group, or academic groups; yet each differs from the others.

What do we call these goals?

a. Internal goals

b. Compatible goals

c. Group goals

d. Secondary goals

4 You might expect that the general members of the group would each have their own goals which prompt them to work within the group. Some hope for recognition by the leaders, others for personal fulfillment, still others strive for personal advancement into leadership positions.

Regardless of their exact nature, by what term are these goals known?

a. Internal-member goals

b. Personal goals of the followers

c. Goals for personal achievement

d. Group member goals

5 Finally, the leader of the group has goals which motivate his actions in the group. They may involve his personal achievement and fulfillment or may concern such things as maintaining morale and esprit de corps, or successfully reorienting a problem-member of the group.

Any of these goals, and many others of similar type, are described by which of the following terms?

a. Personal goals of the leader

b. Leader-oriented goals

c. Internal group goals

d. Internal individual goals

6 Which of the following correctly lists the classifications of goals that groups work to achieve?

a. External, internal, personal of the follower, leader oriented

b. Organization, group, internal-member, personal of the leader

c. Mission-oriented, compatible, personal achievement, internal individual

d. Organization, group, personal of the follower, personal of the leader

---

7 No one would dispute the importance of the leader in a group, yet few realize that the leader actually plays two major roles in his relations with the group.

The first is his role as taskmaster to insure that the tasks (or mission) of the group are successfully completed and to assist the group toward that end. The leader bears the responsibility for task completion; so it is only natural that this function be identified as his:

a. Functional role

b. Task assistance role

c. Task role

d. Leadership role

8 It is the leader's second major function to insure that the morale, esprit, and discipline of the group are properly maintained. Maintaining the group's condition is critical to the success of the group. Which of the following terms identifies this role of the leader?

a. Group maintenance role
b. Functional group role
c. Group condition role
d. Morale maintenance role

---

9 The group leader functions in two major roles in relation to his group.

Which are they?

a. Leadership and maintenance roles
b. Task and functional roles
c. Functional and group condition roles
d. Task and group maintenance roles

10 When considering groups and the approach to leading the various groups he is involved with, the leader should be aware of the nine generally recognized characteristics of groups.

The first three of these characteristics have to do with: 1) the number of persons in the group; 2) the degree to which the group has organized and formalized its operations and activities; and 3) the degree to which levels or strata of hierarchy have evolved or been imposed in the group.

For brevity, how do we label these characteristics?

a. Size, formalization, strata

b. Numbers, organization, hierarchy

c. Size, organization, stratification

11 The leader must also consider 4) the degree of control the group itself has over the behavior and activities of its own members. Some groups are so loosely formed that 5) access to membership is quite easy for anyone wishing to join. Further, groups vary in 6) the degree to which members are expected or allowed to participate in activities and functions of the group.

Terms that might be used to identify these characteristics are listed below.

1)	Membership qualifications	4)	Member behavior
2)	Control	5)	Ease of access
3)	Expected activities	6)	Participation

Which of the following identifies the correct terms for these characteristics?

a. 1, 2, 6
b. 2, 3, 5
c. 3, 4, 5
d. 2, 5, 6

12 Leadership in any group is no small thing to be taken lightly. The leadership approach decision becomes a bit easier, however, when one can gauge 7) the continuity or stability characteristic of the group and its members. That characteristic also bears on the 8) personal relations and association between individual members. Varying personalities, interests, and functions of the members frequently foster 9) subdivisions or cliques, and raise the possibility of conflict among them.

Which of the following correctly lists the final three characteristics of groups?

a. Stability, relations, subdivisions
b. Longevity, interests, conflict
c. Continuity, association, subgroups
d. Longevity, relations, subdivisions

13 The leader who practices examining all groups with these characteristics in mind will realize certain very real benefits in terms of making appropriate leadership decisions for supervising groups.

Which of the following is the best statement of those benefits?

a. The leader can better decide precisely what functions he must perform and what role he must play to be successful with the group.

b. The leader can better evaluate group structure and dynamics, group strengths, weaknesses, and potential.

c. Both of the above

d. None of the above

This is the end of Programed Sequence 1. Now, turn to the next page and take the Quiz.

Summary Post-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Why should a leader know the general characteristics of groups?

   a. They aid group members to understand their relative positions.

   b. They provide a basis for pointing out group structure and dynamics, group strengths, weaknesses, and potential.

   c. They aid the leader to understand the individual members.

   d. They enable the leader to deduce his task role.

---

2. Identify the two major roles of the group leader.

   a. Healthy working role and mission accomplishment

   b. Morale role and group progress role

   c. Task role and group maintenance role

   d. Progress role and condition role

3. Which of the following correctly lists characteristics of groups?

   a. Degree of organization, stratification, control, ease of access, stability

   b. Degree of control, participation, ease of access, extent of conflict

   c. Degree of stratification, external control, ease of access, stability

   d. Degree of organization, expulsion difficulty, stability, subdivisions

---

4. Select the correct classification of group goals.

   a. Main, group, individual, special

   b. Organization, group, follower's, leader's

   c. Main, group, individual, leader's

   d. Organization, private, leader's, follower's

---

5. Which of the following best defines a "group"?

   a. Any large or small collection of related tasks which involve interesting people

   b. A large or small number of people involving those who are related

   c. Any collection of unrelated but interesting people who are interested in each other

   d. Any collection of people who are related to each other by some common interest or attachment

---

Now, check your answers on the following page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. c
3. a
4. b
5. d

Now, go to the next page and go through Summary 2.

Summary 2

Types of Groups

With some background in the goals that groups serve and the characteristics by which to examine and analyze various groups, it is time to discuss the two major types of groups. All groups can be classified as SOCIAL or TASK groups. They serve different functions and provide for different needs and, occasionally, we may find the exact same membership functioning first in one and then in the other. Our concern at the moment is with SOCIAL groups.

Why Social Groups?

Social groups are those which exist to promote the psychological well-being, enjoyment or adjustment of the individuals who are members. A scuba club, debating society, and intramural teams are perfect examples within the military sphere. Examples in civilian life include the family, neighborhood groups, the Elks Club, yacht clubs, and so on.

Types of Social Groups

Social groups, though all exist for the benefit of the individual, vary considerably. Their distinction lies chiefly in the characteristics of the group itself and its influence and effect on the individual. We differentiate social groups by the labels: PRIMARY, SECONDARY, PEER, and REFERENCE groups.

Primary Groups

The group in which the individual derives most of his pleasure, expectations, emotional support, and which wields the greatest influence is the primary group. One's family is the most notable example of a primary group, but it should be clear that the individual's primary group changes as he matures. In early life the family is the primary group. Later, schoolmates or neighborhood chums replace the family. Again later, members of another group, such as teammates in the Academy athletic program, may become the primary group, and, later still, coworkers and shipmates may fill the role.

In each case, the characteristics of small size, frequent member interaction and considerable participation and intimacy among all members, will be readily apparent.

The primary group has great power and influence on the socialization of the individuals in the group. That means that the individual learns to behave according to the group standards and learns to adjust to relationships with other people. None can dispute the influence of the family as a child learns table manners or personal neatness, and so on. Each successive primary group continues the educating process, which results in the persons we are today.

Secondary Groups

Secondary groups, as you might expect, are considerably larger groups and provide for little interaction and intimacy among, and lesser opportunity for participation by the members. Church organizations, business corporations, and military units are typical examples. Though they do not wield the same power over the behavior and adjustment of the individual, secondary groups do nevertheless influence behavior by providing new discriminating stimuli and by demanding new responses.

Peer Groups

The concept of peer groups, strangely enough, applies in social groups of primary or secondary type. The concept simply means that the behavior of individuals is more directly influenced by their peers than by other elements of their environment. Peers, of course, are one's contemporaries and apparent equals. An individual's behavior is shaped by his peers through their reinforcement of responses which are consistent with those of the group. High school classmates certainly constitute a peer group, as do Ensigns aboard a carrier or midshipmen of one class.

Reference Groups

The reference group concept deals with the source of an individual's "frame of reference" and the source of his inferences about various aspects of his world. The individual learns to see, hear, recognize and respond to the stimuli that his reference group is responding to. He is then differentially reinforced for making the appropriate response. An excellent example of the influence of reference groups is found in the new recruit who hears naval jargon used all around him. He definitely receives negative reinforcement from the group when he speaks of a "floor", rather than a "deck";

and is positively reinforced when he uses the term "ladder" rather than "stairs".

A reference group may be one in which the individual is personally a member, such as a gun mount crew; or, it may be a group he holds in esteem, identifies with and possibly hopes to join one day, such as a UDT unit. Such groups may also be quite remote. For instance, a person may behave according to a frame of reference gained through his admiration, respect and dedication to the ideals and accomplishments of past naval heroes or statesmen of historical acclaim.

Like the peer group, the reference group may occur within the primary, secondary, or even peer group. The distinguishing factor is that it is any group which provides the frame of reference for an individual's views and judgments.

This is the end of Summary 2. Go on to Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following correctly lists the two major types of groups?

   a. Task and social groups

   b. Social and reference groups

   c. Task and peer groups

   d. None of the above

---

2. Why do social groups exist?

   a. To promote all kinds of good, healthy working conditions

   b. To promote psychological well-being, enjoyment, or adjustment of individual group members

   c. To promote social affairs which occupy the time of group members between task assignments

   d. To promote self-enjoyment for any individuals who are group members

---

3. You find yourself the leader of a group which is small in size, has frequent member interaction, and considerable intimacy and participation among its members.

   Which of the following terms identifies such a group?

   a. Subgroup

   b. Task group

   c. Peer group

   d. Primary group

4. Which of the following lists characteristics of secondary groups?

a. Large group, frequent member interaction, little real closeness among members

b. Individuals in a group having great influence on each other

c. Large scale association, infrequent interaction and little intimacy among members

d. Individuals striving for a common goal, such as the members of a football team

---

5. In what way do reference groups influence an individual's behavior?

a. They provide the individual with a basic knowledge of life.

b. They establish specific standards which provide all necessary solutions to everyday problems.

c. They provide standards for an individual's views and judgments.

d. They provide no stimuli and are therefore stabilizing influences for the individual.

Now, check your answers on page 28.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. b
3. d
4. c
5. c

If all your answers are correct, go to Summary 3 on page 41. If you missed one or more questions, turn to the next page and go through Programed Sequence 2.

Programed Sequence 2

1 Though people join various groups for a variety of personal reasons, the fact is that all groups fall into two major types. One type includes those groups which exist to accomplish some specific assignment or task. The other type includes groups for purely personal and social purposes.

Which one of the following contains the correct terms for the two major types of groups?

a. Assignment and social groups

b. Task and personal groups

c. Assignment and personal groups

d. Task and social groups

---

2 Social groups play a great part in the psychological well-being of their members by providing an opportunity for relaxation and enjoyment. Just as important, though the members may not be conscious of it, social groups are also important factors in an individual's adjustment to life around him.

With this information in mind, select the best definition of a social group.

a. A group whose members enjoy each other's company and work toward solution of the community's social problems.

b. A group existing to promote the psychological well-being, enjoyment, and adjustment of its members.

c. Both of the above

d. None of the above

3 From the list of various groups shown, select those that are social groups.

1) The Masqueraders
2) Watch squad
3) Soccer team
4) Underwater demolition team
5) Liberty parties
6) Yacht club

a. 1, 2, 5
b. 2, [illegible] 6
c. 3, 5, 6
d. 1, 3, 6

4 Social groups themselves vary considerably in characteristics and in the influence they exert upon their individual members. The most influential, and the primary group that is familiar to all, is the family unit. As youngsters, we derive most of our pleasure and emotional support, and receive the primary influence on our behavior, from other members of our family.

It is understandable that, in the context of our present studies, we label this type of social group as which of the following?

a. Influential group
b. Power group
c. Primary group

5 Which of the following would properly be included in a definition of a primary group?

a. Provides most of the individual's pleasure and expectations

b. Provides strongest emotional support to the individual

c. Wields greatest influence on individual behavior

d. Both a and b above

e. All of the above

---

6 As the individual matures, the primary group which provides most of his pleasure, support, and influence, changes. Characteristically, this group will always contain comparatively few members who are quite close in their association and provide maximum opportunity for individual participation and interaction in group activities. These characteristics clearly identify the primary group.

Which of the following correctly lists the characteristics of a primary group?

a. Small size, powerful influence, individual challenge

b. Small size, intimacy and interaction, considerable participation

c. Any size, emotional support, close direction during participation

d. Any size, little participation, much intimacy and interaction

7 Primary groups are the most effective forces for the socialization of an individual. It is a fact that we learn from these primary groups to behave according to specific social standards--the social standards of the particular group. The group also provides the opportunity to learn to adjust to relationships with other people and this adjustment is quite important to meaningful, happy lives.

Select the phrase below which best describes the "socialization of the individual."

a. Learning to behave according to group standards and to adjust to relationships with other people

b. Learning to behave according to standards of society at large and to adjust our idiosyncracies in relating to other people

c. Learning to accept the standards imposed by the group and to adjust to the relationships required

d. None of the above

---

8 We've discussed the primary social group in such detail that there is little additional to be said of secondary groups. They are also social groups whose characteristics are essentially the opposite of those for primary groups.

Select secondary group characteristics from the following list.

1) Small size groups
2) Little intimacy and interaction
3) Much participation
4) Larger groups
5) Little opportunity for participation
6) Considerable intimacy and interaction

a. 1, 2, 5
b. 2, 3, 4
c. 3, 4, 6
d. 2, 4, 5

9 Secondary groups also influence the socialization of an individual by providing new experiences that require reactions, though not to the same degree nor with the same power as primary groups. Within the primary group an individual's socialization frequently involves repetition and frequent exposure to the standards of the group which seldom change. Thus, the suitable response is reinforced many times. Such is not the case in secondary groups.

Which of the following best summarizes the manner in which secondary groups influence the socialization of the individual?

a. They influence behavior by providing new discriminating stimuli requiring new responses.

b. They influence behavior by accepting or rejecting individuals based on their response to new stimuli.

c. Both of the above

d. None of the above

---

10 Match all of the group characteristics on the right with the proper type of group on the left.

a. Primary group
b. Secondary group

1) Larger group
2) Intimacy and interaction
3) Little participation
4) Little intimacy and interaction
5) Small group
6) Much participation

11 There is a type of social group which occurs within and overlaps both primary and secondary groups. In terms of its strength and effectiveness in influencing an individual's behavior, it is probably the most powerful of all groups. Its basic power derives from an individual's concept and evaluation of himself in comparison to people around him whom he considers his apparent equals, contemporaries, and peers. Peer pressure is most obvious in groups of young people who, though not necessarily joined in tightly-knit groups, still respond in dress, behavior, and tastes according to the standards of their contemporaries.

Which term best fits such groups?

a. Power influence groups
b. Peer groups
c. Contemporary standards groups
d. Pressure groups

12 Another type of social group, again overlapping and occurring within both primary and secondary groups, is the reference group. Though they seldom realize it, individuals tend to think, act, respond to, and perceive everything around them in accordance with standards adopted from others. Political opinions are formed by parents and by public figures one admires or dislikes. Current behavior and activity may be controlled by a specific group one hopes to join or holds in high esteem. And an individual's biases and judgments may be formed by his respect for and emulation of some person by whom the individual was greatly impressed, such as one's father, past naval hero, great teacher, and so on.

Select from the following the best definition of a reference group.

a. It is the source of an individual's frame of reference toward his environment and source of his inferences about various aspects of his world.

b. It is the source of an individual's standards of behavior within his environment and source of the influences which control his world.

c. It is the source of an individual's frame of mind at any given time concerning the world around him and influencing his immediate responses to his world.

13 Match all those factors on the right which influence an individual's behavior with the proper group on the left.

a. Peer group
b. Reference group

1) Schoolmates
2) Parents
3) Honored statesman
4) Teammates
5) Midshipmen of same class
6) Past naval heroes

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. You find yourself the leader of a group which is small in size, has frequent member interaction, and considerable intimacy and participation among its members.

   Which of the following terms identifies such a group?

   a. Task group
   b. Primary group
   c. Peer group
   d. Subgroup

---

2. Why do social groups exist?

   a. To promote self enjoyment for any individuals who are group members
   b. To promote all kinds of good, healthy working conditions
   c. To promote psychological well-being, enjoyment, or adjustment of individual group members
   d. To promote social affairs which occupy the time of group members between task assignments

3. Which of the following lists characteristics of secondary groups?

a. Large scale association, infrequent interaction, and little intimacy among members

b. Individuals in a group having great influence on each other

c. Large group, frequent member interaction, little real closeness among members

d. Individuals striving for a common goal, such as the members of a football team

4. Which of the following correctly lists the two major types of groups?

a. Social and reference groups

b. Task and social groups

c. Task and peer groups

d. None of the above

5. In what way do reference groups influence an individual's behavior?

a. They establish specific standards which provide all necessary solutions to everyday problems.

b. They provide the individual with a basic knowledge of life.

c. They provide no stimuli and are therefore stabilizing influences for the individual.

d. They provide standards for an individual's views and judgments.

Now, check your answers on page 40.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. b
2. c
3. a
4. b
5. d

Now, go to Summary 3 on the next page.

Summary 3

Task Groups

It was mentioned earlier that there are two major types of groups in which individuals are involved. Social groups have been discussed in detail. The second major type of group is the task group, which naturally exists to perform a specific task or tasks. Moreover, task groups are generally sub-units of a larger organization in which each group performs a task contributing to the overall mission of the total organization. (Remember organization goals as opposed to group goals?)

Types of Task Groups

Groups functioning to perform a task are themselves of two types: interacting and co-acting groups. They differ primarily in the degree of coordination, member interaction, and leadership activities required.

Interacting Groups

The term "interacting" provides the clue to understanding the operation of such groups. Successful performance of their task demands the close coordination and interaction of the group members. Each member provides specific stimuli to other members and they, in turn, must respond correctly to accomplish the task. Naturally, there is a very high degree of interdependence among the members since each man must do his part properly and at the proper time if the group is to be successful. You've heard the saying that a chain is only as strong as its weakest link, and the interacting group is a proof of that saying.

The necessity for coordination, interaction, and interdependence of group members is quite obvious in the case of the crew of a gun mount. Unless every member functions properly and in the proper sequence--the pointer, trainer, gun captain, projectile-man, powder-man and hot shell-man--the gun crew cannot successfully perform its assigned task. Another fine example of such coordination and interdependence occurs when mooring a ship. Now, not only must each member of each task group perform properly, but a number of task groups--bridge, engineroom, line handlers, etc.--must all coordinate and interact correctly.

Leadership Implications in Interacting Groups

The leader's role while the interacting group is actually performing its task is chiefly a coordinating function. It is his responsibility to ensure that the work proceeds smoothly and without interruption. The leader must see to it that each group member knows and is able to perform his particular duties. Some tasks require that a single member perform a number of different operations at different times in response to the activities of other group members. Unless, and until, these varying responses to varying stimuli are automatic in the individual, the leader should provide a checklist or on-the-spot personal guidance for smooth, coordinated group performance.

The high interdependence and interaction of the interacting group, coupled with frequent requirements to complete the group task within a specific time limit, can create considerable pressure on the individuals involved. Here again, the leader has an important coordinating function in maintaining harmony. The leader's responsibility includes impressing on each member the importance of his particular function, the necessity for performance without squabbles and friction, and the consequences to the entire group of improper or incomplete performance. Consider, for example, the possible consequences of improper performance by the catapult launching or aircraft recovery teams aboard a carrier.

Co-Acting Groups

The second type of task group is the co-acting group; that is, a group in which each member functions relatively independently from the other members. All members strive toward the common group goal, but there is little interdependence between members. The performance of each individual rests solely on his own skill, knowledge, and activities. There is no need for a specific response by one member to a specific stimulus from another member of the group.

A good example of a co-acting group involves the radio operators of the radio gang, wherein each one performs his own task without depending on another member to successfully perform his duties.

Leadership in Co-Acting Groups

Leadership in co-acting groups varies considerably from that in interacting groups. There is little need for the leader to coordinate the individual members' activities; the members function independently. The leader's role is one of motivating each individual to effective performance.

Possibly more important is the need to prevent or resolve conflicts or destructive rivalries which may easily appear in co-acting groups. When group members perform essentially the same duties, as in the case of the radio operators, competition among the group members themselves may become so strong as to affect morale, efficiency, and overall group performance. Herein lies a challenging but vital responsibility for the leader.

This is the end of Summary 3. Now, take the Quiz on the next page.

Summary Pre-Quiz 3

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following best defines "task group"?

   a. A large group formed to perform the total mission assignment; i.e., the entire ship's crew

   b. A group, generally a sub-unit of a larger organization, existing to perform a specific task or tasks

   c. A small unit of a group which performs the tasks to attain the group goal

---

2. Which of the following are characteristics of "interacting groups"?

   a. Close coordination among members

   b. High interdependence of group members

   c. Members who are loosely coordinated

   d. a and b above

   e. All of the above

3. What measure(s) can the leader take to help insure the close coordination, interaction, and correct responses required of members in an interacting group?

- a. Provide detailed guides and/or checklists for the tasks involved
- b. Provide close personal guidance during task performance
- c. Both of the above
- d. None of the above

4. Which of the following should the leader prevent or quickly resolve in co-acting groups?

- a. Extreme competition between members of the group
- b. Competition between his group and other groups
- c. Reliance of some members of the group on other members
- d. All of the above

5. Which of the following best defines co-acting groups?

- a. A group in which members motivate each other's performance to complete the task and attain the group goal
- b. A group in which members perform with little interdependence and reliance on other members and wherein the proper performance of all members results in attainment of the group goal
- c. A group in which all members, acting together and in coordination with one another, strive to accomplish the group goal

Now, check your answers on page 48.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. b
2. d
3. c
4. a
5. b

If all your answers are correct you have finished this segment. If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

1 You are aware that each of us functions in two major types of groups. Social groups exist for the enjoyment and/or well-being of the members. Task groups, however, exist primarily for the accomplishment of a specific task or tasks.

From the list below, select those that are task groups.

a. Gun crew
b. Radio gang
c. Mess cooks
d. Deck crew
e. All of the above
f. None of the above

---

2 Within task groups are two subtypes known as INTERACTING and CO-ACTING groups. One subtype involves a great deal of coordination among members; the other does not. One involves more or less independent activities by its members; the other does not. The members of both subtypes, of course, work for the common task or goal of their specific group.

How do interacting and co-acting groups differ?

a. They differ in the degree of member coordination, interaction, and interdependence required to accomplish the task of the particular group

b. They differ in the degree of coordination and independent member activity toward each member's chosen goal

c. They differ in the degree of interaction of the members and coordination with other, similar task groups

3 The interacting group is one in which each man provides a specific stimulus to other members, who then respond in the correct manner. Each man must perform properly and in the proper sequence for the group to complete its task.

Which of the following, then, correctly lists the characteristics of the interacting group?

a. Close coordination of relatively independent individual activity to accomplish the group task

b. Close coordination and interdependence of members but little coordination if each member is competent

c. Close coordination and interaction among members and much interdependence to accomplish the task

---

4 Leadership in the interacting group is largely a matter of ensuring that the work proceeds smoothly. The leader must coordinate the training of the men, so that each responds correctly to the stimulus of the man ahead of him in the sequence of task events. Each member of the group has to perform properly, sometimes in different ways, depending upon the specific task at hand.

Until the members have received sufficient training to make the correct responses automatic, what would you, as a leader, do to assist the smooth functioning of the interacting group?

a. Provide detailed guides and checklists

b. Provide on-the-spot personal guidance

c. Both of the above

d. None of the above

5 As you might expect, the dependence upon and interaction with members of the group frequently brings pressure on the individual. Add the usual requirement to complete the task in a given, seemingly too brief, period of time, and friction can easily develop between members of the group. Now, the leader is challenged to coordinate, not only the activities of the members, but also each man's understanding of his role in and relationship to the successful achievement of the task. Misunderstandings cause friction and work against success.

In this light, which of the following best explains a responsibility of the interacting group leader?

a. Harmonious group environment
b. Happy group members
c. Performance without friction
d. None of the above

6 What do you consider to be the leader's primary function in the interacting group?

a. Directing
b. Coordinating
c. Watching and listening

7 The co-acting group is nearly the opposite of the interacting group in that its members work independently to achieve the group task. That is, each member may proceed with and perform his duties without waiting for another member to complete a preceding function. Group members, in some cases, all perform similar duties at the same time. The sum total of their combined activities then constitutes successful completion of that group's task.

Which of the following best states characteristics of co-acting groups?

a. Little coordination, considerable member interaction and interdependence

b. Little coordination and interaction, considerable member interdependence

c. Little coordination, considerable member interaction and independence

d. Little coordination and interaction, considerable member independence

---

8 Match the type of group on the left with the correct characteristics on the right.

a. Interacting	1) Independence
b. Co-acting	2) Coordination
	3) Little interaction
	4) Much interaction
	5) Interdependence
	6) Little coordination

9 When members of a group work independently toward the group goal, there will be some members who strive to outdo all others. This is generally a healthy situation, but can easily get out of hand. Some members are just not as capable as others and may try too hard to compete. Two of the undesirable results possible are: 1) their work suffers from too many errors caused by rushing; or, 2) resentment and friction may develop.

Which of the following situations should the leader be on the alert for in co-acting groups?

a. Give-up attitude toward the group task
b. Extreme competition among members
c. Hatred toward other task groups

---

10 Match the subtype of task group on the left with the examples on the right.

a. Interacting
b. Co-acting

1) Radio gang
2) Gun crew
3) Mess cooks
4) Catapult crew
5) Bridge watch

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Answer the following questions as indicated in your Student Guide.

---

1. What measure(s) can the leader take to help insure the close coordination, interaction and correct responses required of members in an interacting group?

    a. Provide close personal guidance during task performance

    b. Provide detailed guides and/or checklist for the tasks involved

    c. Both of the above

    d. None of the above

---

2. Which of the following best defines "task group"?

    a. A small unit of a group which performs the tasks to attain the group goal

    b. A group, generally a subunit of a larger organization, existing to perform a specific task or tasks

    c. A large group formed to perform the total mission assignment; i.e., the entire ship's crew.

3. Which of the following best defines co-acting groups?

   a. A group in which members perform with little interdependence and reliance on other members and wherein the proper performance of all members results in attainment of the group goal

   b. A group in which all members, acting together and in coordination with one another, strive to accomplish the group goal

   c. A group in which members motivate each other's performance to complete the task and attain the group goal.

4. Which of the following are characteristics of "interacting groups"?

   a. Members who are loosely coordinated

   b. High interdependence of group members

   c. Close coordination among members

   d. Both b and c above

   e. All of the above

5. Which of the following should the leader prevent or quickly resolve in co-acting groups?

   a. Competition between his group and other groups

   b. Reliance of some members of the group on other members

   c. Extreme competition between the members of the group

   d. All of the above

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 3

1. c
2. b
3. a
4. d
5. c

This is the end of Part Three, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment I

Characteristics of Groups

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CHARACTERISTICS OF GROUPS

PROGRESS CHECK

Question 1.

The weapons department personnel of the USS Seaworthy are assembled at Quarters. The Weapons Officer has called them together to discuss antagonisms which have arisen between two of the divisions.

The objective of the Weapons Officer in leading this discussion is:

a. To fulfill his personal goal as a leader
b. To mark the success of the group so far
c. To maintain the group as a healthy working unit
d. To provide a reference guideline for the group

Question 2.

The Weapons Department on a destroyer consists of several discrete divisions. Each division in this department has specific tasks to accomplish in order to maintain department standards. And the department has a first term reenlistment objective to meet.

The objective of the Weapons Department to meet its first term reenlistment quota can be classified as:

a. A group goal

b. Fulfillment of the personal goal of the department head

c. A functional goal

d. An organizational goal

Question 3.

The bridge watch of a ship underway consists in part of the OOD in charge, a helmsman who steers the ship, a quartermaster of the watch who maintains a plot, and a boatswain's mate of the watch who passes the word. Each has his own job and performs under the supervision of the OOD.

The bridge watch can be best described as:

a. A stratified and organized formal small group with high participation

b. A stable, informal small group with a high degree of intimacy

c. A stable, formal group with little internal control and no access

d. An intimate, stratified small group with high participation and limited access

Question 4.

While loading stores, a group of seamen from one of the outstanding departments aboard ship began engaging in horseplay on the pier. They were observed by the Supply Officer who began to advance toward them. His approach was spotted by one of the seamen who immediately warned the group and they resumed their work.

Which of the following statements most accurately describes how the group exerted control over the behavior of its members?

a. By generating a desire on the part of the group to respond in a manner consistent with the group's established standards

b. By directing its members toward fulfillment of their personal goals and objectives

c. By permitting the group to be controlled by an outside agent (the Supply Officer)

d. By always keeping the group oriented toward mission accomplishment

Question 5.

A Marine rifleman in an infantry platoon is assigned to a fire team consisting of four men. The fire team is billeted together and conducts all its training together as a unit. There are three fire teams in each squad and three squads in each platoon.

Which of the following characteristics would distinguish the fire team as a primary group?

a. Complexity of interactions

b. Group size

c. Hierarchical position of the fire teams

d. Degree of stability

Question 6.

Which of the following choices most accurately describes the characteristics of secondary groups?

a. Provision of guidelines consistent with the standards of the group

b. Typically a large scale association involving infrequent interactions among its members

c. A large scale association involving frequent interactions among its members

d. Provides socialization as a primary means for eliciting adaptive responses

Question 7.

A young man from a middle-class family enters the U. S. Naval Academy and begins Plebe Summer. He is assigned to a company of about 120 plebes who are up at reveille and are kept moving until dark. It is important for him to do well. He does not desire to be one of those who can't make it.

Which of the following describes the best initial action the plebe should take in making the adjustment from civilian to Academy life.

a. Establish multiple relationships to integrate well into the secondary group but establish no close personal relationships.

b. Avoid becoming closely involved with and dependent on the secondary group

c. Establish relationships leading to a new primary group which is compatible with the secondary group.

d. Avoid being drawn into a close group relationship, primary or secondary.

Question 8.

Which of the following statements describes the basis of the reference group concept?

- a. A group which encourages behavior generally consistent with its standards
- b. A group which may actually be a primary, secondary, social, task or peer group, but furnishes basic information on which to base views and judgments
- c. Provides equal distribution of the group burden
- d. Both a and b

Question 9.

The bridge watch of a ship that is underway consists of the OOD who is in charge, a helmsman who steers the ship, a quartermaster of the watch who passes the word. Each has his own job which he performs under the supervision of the OOD. On the basis of their activities, the bridge watch of this ship can be correctly described as:

- a. An interacting social group
- b. A reference group
- c. A primary peer group
- d. A task group

Question 10.

Which of the following characteristics most accurately illustrates a co-acting group?

a. A task group composed of highly interdependent and cooperative members

b. A task group requiring little coordination among group members in order to accomplish its goal

c. A collection of people with a common interest; a group which encourages behavior generally consistent with its standards.

d. Both b and c

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT I

REMEDIATION TEXT Syndatic Text VOL - III-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Pages 1-2
2	d	Summary 1: Page 2
3	a	Summary 1: Pages 3-4
4	a	Summary 1: Pages 2-4
5	b	Summary 2: Pages 21-23
6	b	Summary 2: Pages 22-23
7	c	Summary 2: Pages 21-24
8	d	Summary 2: Pages 23-24
9	d	Summary 3: Pages 41-42
10	b	Summary 3: Pages 41-44
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment II
The Relationship of the Leader to the Group

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"As long as man is human, we shall have to count on men."*
>
> *Captain R.A. Hopwood, R.N.*

The naval service places its members in various groups and requires its leaders to exercise effective leadership of specific groups. People in groups behave differently from the way they behave as individuals. This difference results from the lateral forces introduced in the previous segment and vertical (leader-to-follower and follower-to-leader) forces which comprise group dynamics. These vertical forces of group dynamics, such as the power of the leader and his ability to influence his followers, are analyzed herein to clarify the relationship of the leader to his group. The use of sociograms to analyze group relationships is also examined.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

PART THREE
SEGMENT II

THE RELATIONSHIP OF THE LEADER TO THE GROUP

Summary 1

The Leader

Group Dynamics and the Leader

Group dynamics can be defined as the forces both intrinsic and extrinsic to the group which determine the behavior of the group and its members. An understanding of these forces as well as the way in which they affect groups is essential to good leadership in that a leader cannot direct his own behavior or that of his group in the most effective way if he lacks an understanding of the principal social and psychological forces which are affecting the group.

Effective leaders are able to recognize and understand factors which affect the internal structure of the group. These include interpersonal relationships, the process of group development and the existence of informal leaders and subgroups. The potential effects of interplay between the situation and the group plus an understanding of the shifting dynamics of time also have an effect on the internal structure of a group. Finally, the leader should have a knowledge of the behavioral principles that influence and control group behavior.

The degree of control a leader can exert over his group is dependent upon two major factors which determine group performance. The leader has his own style of interacting with his group members. Therefore, the LEADER'S STYLE is the first of the two factors. However, the leader and his group will perform under special conditions. The NATURE OF THE SITUATION is the second major factor. Both determine how well a group can perform. LEADERSHIP STYLES ARE DEFINED AS THE MODES OF INTERPERSONAL BEHAVIOR BY WHICH LEADERS ATTEMPT TO EXERT INFLUENCE AND CONTROL.

Leadership styles should not be considered as being strictly hard and fast, inflexible modes. In actual practice styles fall somewhere on a continuum of modes.

Figure 1, illustrates the extremes of leadership styles which appear on the continuum.

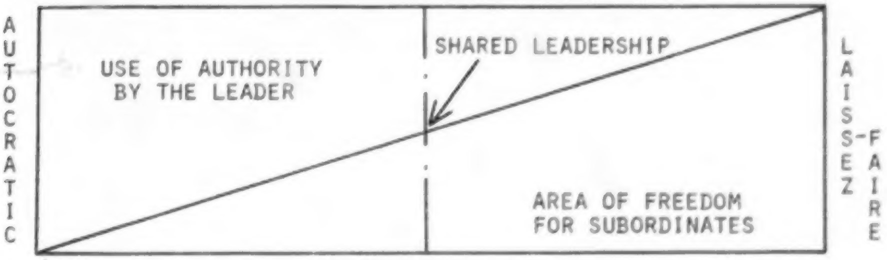
AUTOCRATIC
USE OF AUTHORITY BY THE LEADER
SHARED LEADERSHIP
AREA OF FREEDOM FOR SUBORDINATES
LAISSEZ-FAIRE

Figure 1. Leadership Style Continuum

The line to the left is the "autocratic" style. Here, authority and influence are centralized in the leader. The line to the right illustrates the "laissez-faire" or "let be" style. This is the passive extreme. These are extreme variances of leadership style. You will discover that most leaders have a style which is somewhere in between on the continuum. That position is identified in the center of this illustration as "shared leadership." Shared leadership is participative. Decisive influence definitely is there. But, this leadership uses the needs and the ideas of other group members. These needs and ideas are carefully considered. They are used to contribute to the direction of the group.

The relative position which the leader adopts is influenced by three major factors. The TRAITS OF THE LEADER--the personality of the leader--are strong influences on style. Styles develop with practice--leaders tend to "learn" their styles. While one style may fit one leader, another leader may be more comfortable using a different style. The NATURE OF THE GROUP also influences the leader's style. Group members have definite concepts of appropriate leadership style. These develop into forces which act upon the leader as he exercises control of the group. Group members also learn their styles as subordinates. The structure and content of the group definitely influences the style of the leader. The NATURE OF THE SITUATION is a third factor influencing leadership style. Pressures from significant changes in situations obviously require adjustments in leadership style. The effective leader observes the situation and adjusts his style to appropriately fit it.

Factors Affecting the Degree of Influence Which the Leader Has Over Group Behavior

Three major factors determine how much a leader can influence his group, regardless of his leadership style. The first factor is the LEADER'S POSITION POWER. The second factor is the NATURE OF THE TASK of the group. The third factor is the INTERPERSONAL RELATIONSHIP BETWEEN THE LEADER AND HIS MEN.

The leader's position power has several facets. It is measured by the importance of that position. It is also measured by the authority and responsibility bestowed upon the leader by virtue of his position. A leader who has been formally appointed or selected inherently has more position power than a leader who informally assumes that position. Well defined position power is exemplified by military rank structure.

There are certain factors which can strengthen or mitigate the powers of the leader. The position power of the leader determines the extent of "positive" and "negative" reinforcement which he has at his disposal. However, the leader with high position power will not necessarily obtain better performance from his group as compared to the performance obtained by a leader with low position power. Performance of the group is most influenced by the skill of the leader in applying reinforcement. A high potential does not necessarily equate with skillful use of the potential. Position power by itself indirectly affects group performance, probably by virtue of its effect upon the interpersonal relationship between the leader and the group. It represents the reciprocal exchange of reinforcers--mutual benefits which the leader and his group can offer to each other.

Position power directly equates to potency of reinforcement and/or punishment. The praise which comes from an admiral generally means more to the seaman than does the same praise from an ensign. Certain disadvantages exist when the potency of reinforcement or punishment is related to position power alone. Extended use can result in satiation. Resistance develops and effectiveness is lost. Unrestricted reliance requires extremely close contact. Constant monitoring and surveillance may be required to maintain the thread of cause and effect. Finally, when reinforcement or punishment is used in relation to position power alone, results may be superficial. Outward behavior may be changed but attitudes remain unchanged.

There are numerous factors which affect position power. One such factor is the position itself. The lifelong training of most people is oriented toward conformity to authority. This is expressed in conformity to the authority of parents, teachers, police, officers and so on. Because these are habitual forms of response, they do not easily become satiated and do not require surveillance. Another such factor is that of association or referral. Each subordinate identifies with the leader in some manner. The degree and type of identification probably affects the status of the leader's position power. Finally, there is the factor of expertise. The leader's ability to perform or supervise a task relates directly to his effectiveness in motivating his group to do the same task. Position power can be very important to a leader. The leader with higher rank can more readily motivate group members to perform their task. The leader with high position power also has greater range of positive and negative reinforcers at his disposal. A leader with low position power must rely mainly on verbal reinforcers, since his ability to shape responses of group members is dependent upon his personal relations with the individuals in his group.

The behavior of a group is influenced by the consistency with which a leader applies reinforcement. When reinforcement contingencies occur as expected, group behavior is shaped and molded to reinforce the leader's position power.

If a leader were to promise extra liberty upon completion of a task and fail to deliver, the members of his group will begin to distrust the contingency.

The second factor which determines a leader's influence on his group--THE NATURE OF THE TASK--refers to the task dimensions and characteristics which classify and describe established group tasks. The degree to which a task is structured affects the leader's influence over group members. The main point to be remembered here is: IF THE TASK IS

HIGHLY STRUCTURED, THE LEADER'S INFLUENCE ON THE MEMBER'S BEHAVIOR IS GREATER.

If a task has the backing of a Navy regulation, the leader's power is strengthened by the official sanction of the organization. It is easier for the leader to discriminate, to apply reinforcements, when there are specific instructions or regulations for performance of the task. Conversely, the leader's influence on group behavior is lessened when the tasks are unstructured. Thus, when specific procedures are NOT given, the group may NOT be able to provide direct support for the leader. Behaviors may NOT be clearly defined as required to accomplish the task. The leader may find it difficult to determine on his own which responses should be reinforced. The leader's influence becomes diluted when it is obvious that the leader has no more expert knowledge than his members about the unstructured task.

The third factor which has a major influence in determining the status of a leader with his group is the INTERPERSONAL RELATIONSHIP he develops with his men. It is to the advantage of a leader to establish different kinds of interpersonal relationships with his men. Increased positions of influence are achieved through involvement with group members and looking after their needs. The leader must learn about his group members--learn which reinforcers work the best. He may discover that one person enjoys talking about his family and that another prefers discussing sports. This knowledge can be used to a working advantage. Also, an awareness of the needs of group members can be derived from checking on the quality of food, working hard to secure earned privileges, and ensuring that each person feels he "belongs" and is "doing a job" that needs to be done.

The interpersonal relationship of the leader is the most important single element in determining his influence within a group, to the extent that they are not conforming. If the members deny his power influence, the leader then loses all effective power.

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Group Dynamics and the Leader

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following statements should be used to define group dynamics?

    a. Intrinsic strengths of the group which determine behavior of the group and its members

    b. Fundamental elements which determine the behavior of the group and its members

    c. Forces, both intrinsic and extrinsic to the group, which determine the behavior of the group and its members

    d. Relationships among the members of a group and its leader

---

2. As a potential leader, why is it important that you understand groups and the forces which act on these groups?

    a. Most naval leadership situations are group confrontations.

    b. If a leader can control a group he can control individuals.

    c. If you lack an understanding of the principal social and psychological forces which affect a group you cannot lead effectively.

    d. A leader's effectiveness is measured by the interpersonal relationships that exist between himself and individual group members.

3. How should you identify the interpersonal behavior by which a leader attempts to exert influence and control?

   a. Leadership behavior
   b. Styles of communication
   c. Behavior styles
   d. Leadership styles

   ____

4. What factors influence leadership style?

   a. Traits of the leader
   b. Nature of the group
   c. Nature of the situation
   d. All of the above

   ____

5. Which one of the following best defines a leader's position power?

   a. The degree to which the performance of a group is influenced or modified as a result of the manner in which a leader applies his power.
   b. The degree of authority which has emerged from his status within the group
   c. The degree of authority which has been assigned him as a result of his official status
   d. The status of the leader regardless of the degree of his authority

6. Why should a leader strive to develop expertise in tasks performed by his group?

a. An officer should always know how to do a job better than the men he supervises.

b. It directly relates to his effectiveness in motivating his group to do the task.

c. So that he will not be embarrassed if a subordinate asks him a question

d. The more he knows about everything, the better are his chances for advancement.

---

7. Which one of the following best illustrates the relationship between structured or unstructured tasks and leadership?

a. A leader has greater influence when tasks are structured.

b. A leader has greater influence when tasks are unstructured.

c. Tasks are structured when a leader has greater influence.

d. Tasks are unstructured when a leader has greater influence.

---

8. How should you interpret interpersonal relationship between a leader and his group?

a. A leader is more effective and influential when he seeks to satisfy the Navy's needs.

b. Interpersonal relationship between the leader and his group is inversely proportional to his rank.

c. A leader's influence increases as he understands and satisfies the needs of his men.

d. The more involved the leader is in activities, the fewer reinforcers there are available.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. c
3. d
4. d
5. a
6. b
7. a
8. c

If all your answers are correct, go to Summary 2 on page 31. If you missed one or more answers, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

The Relationship of the Leader to the Group

OVERVIEW: In this programed sequence we will discuss the kinds of forces or conditions which exist within a group. We shall investigate the nature of leadership styles in respect to a group situation and the factors affecting the amount of influence a leader can exercise over group behavior.

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1 Effective leadership is structured toward the achievement of successful group performance. Group dynamics is the study of how groups of people perform together. In this segment we will define group dynamics as the forces both intrinsic and extrinsic to the group which determine the behavior of the group and its members.

Select the statement which best defines the concept of Group Dynamics.

a. Forces interacting between the group and the leader

b. Forces, both intrinsic and extrinsic to the group, which determine the behavior of the group and its members

c. Factors which are internal to the operation of a group and which determine group performance

2 A leader must understand the forces that move his group. This knowledge will affect the manner in which he relates to his group. A leader cannot direct his own behavior or that of his group in the most effective way if he lacks an understanding of the principal social and psychological forces which are affecting the group.

Select the statement which best describes the importance of understanding groups.

a. If a leader lacks an understanding of the principal social and psychological forces which affect a group he cannot lead effectively.

b. Once a leader understands the workings of groups he can effectively control behavior

c. Naval officer training places great emphasis on establishing high morale and an understanding of groups is very helpful

d. If a leader understands the needs of his group he will be more popular and therefore lead more effectively.

3 Effective leaders are able to recognize and understand the factors which affect the internal structure of the group. These include: interpersonal relationships; the process of group development; and the existence of informal leaders and subgroups. The potential effects of interplay between the situation and the group plus an understanding of the shifting dynamics of time also have an effect on the internal structure of a group. Finally, the leader should have a knowledge of the behavioral principles that influence and control group behavior.

Select the important skill(s) that a leader should strive to develop in order to understand his particular group.

a. Skill in observing and recognizing forces affecting group behavior

b. Skill in diagnosing himself and his relationships with groups

c. Skill in applying behavioral principles to influence and control group behavior

d. All of the above

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4 The performance of a group depends on both a leader's style of interacting with his group members and the nature of the group situation in which he and his group find themselves.

Upon which factors does the performance of a group depend.

a. The nature of the situation

b. Group dynamics

c. Leadership styles

d. All of the above

e. a and c only

5 Leadership styles are defined as the modes of interpersonal behavior by which leaders attempt to exert influence and control.

Select the term which identifies the interpersonal behavior by which a leader attempts to control the behavior of his group.

a. Group interaction
b. Group dynamics
c. Leadership styles
d. Behavior styles

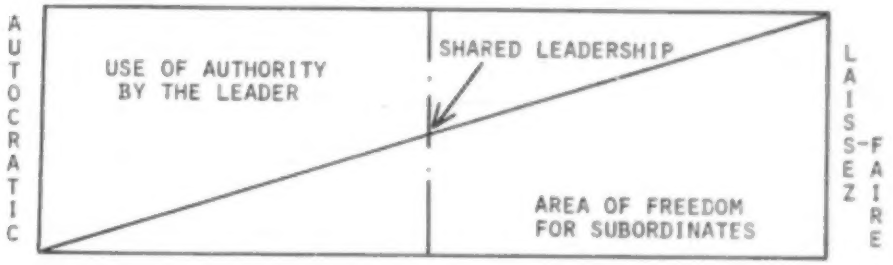
AUTOCRATIC
USE OF AUTHORITY BY THE LEADER
SHARED LEADERSHIP
LAISSEZ-FAIRE
AREA OF FREEDOM FOR SUBORDINATES

Figure 1. Leadership Style Continuum

6 Leadership styles should not be considered as being strictly hard and fast, inflexible modes. In actual practice styles fall somewhere on a continuum of modes. Figure 1 illustrates the extremes of leadership styles which appear on the continuum.

The line to the left is the "autocratic" style. Here, authority and influence are centralized in the leader. The line to the right illustrates the "laissez-faire" or "let be" style. This is the passive extreme. These are extreme variances of leadership style. You will discover that most leaders have a style which is somewhere in betweeen on the continuum. That position is identified in the center of this illustration as "shared leadership." Shared leadership is participative. Decisive influence definitely is there. But, this leadership uses the needs and the ideas of other group members. These needs and ideas are carefully considered. They are used to contribute to the direction of the group.

Which leadership behavior is most closely associated with the average leader's style?

a. A passive form of leadership called "laissez-faire"

b. Leadership based on the needs and ideas of the group members

c. Centralized authority of autocratic leadership

d. Decisive leadership which recognizes needs and permits the ideas of group members to contribute

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7 The relative position a leader adopts is influenced by three major factors.

1) Forces (traits) of the leader--elements of the leader's personality

2) Forces (perceptions) of the subordinates--elements particular to the nature of the group.

3) Forces of the situation in which the leader and group are involved.

Which factors influence a leader's style?

a. Traits of the leader

b. Nature of the situation

c. Nature of the group

d. All of the above

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8 Three major factors determine how much a leader can influence his group, regardless of his leadership style.

1) The leader's position power

2) The nature of the task--task structure

3) Interpersonal relationship between the leader and his men

Select the factors which affect the degree of influence a leader has over group behavior.

a. Position power

b. Task structure

c. Personal relationships

d. All of the above

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9 The leader's position power has several facets. It is measured by the importance of that position. It is also measured by the authority and responsibility bestowed upon the leader by virtue of his position. A leader who has been formally appointed or selected inherently has more position power than a leader who informally assumes that position. Well defined position power is exemplified by military rank structure.

Select the statement which indicates the relationship between position power and authority.

a. Position power contributes to the authority gained through military rank structure.

b. The degree of authority a leader has is defined by the position itself, the duty assignment as well as the responsibility assignment.

c. Leaders with greater position power generally advance in rank more rapidly.

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10 A leader's position power determines the degree of positive reinforcement and punishment which he has at his disposal. A leader with high position power will not necessarily get better performance from his group than a leader with low position power. Group performance depends on the leader's skill in using reinforcement.

Which of the following is true?

a. A leader with low position power who is skillful in using reinforcement can get better performance from his group than a leader with high position power who is not skillful.

b. Group performance depends on the type of reinforcement which a leader applies.

c. A group will always perform better for a leader who develops good interpersonal relationships regardless of position power.

11 Position power affects group performance indirectly and probably by virtue of its effect on the interpersonal relationship between leader and group members, that is, the mutual benefits which the leader and his group can offer each other. The potency of available reinforcement or punishment is directly related to position power. For example, praise from an admiral generally means more to an ensign than praise from a captain.

Which of the following is true?

a. The position power of an admiral has little potency due to the lack of interpersonal relationships he develops.

b. Leaders with high position power possess greater potency of available reinforcement or punishment.

c. The mutual benefits which a leader and his group can offer each other determines the level of position power in the leader.

12 Certain disadvantages exist when the potency of reinforcement or punishment is related to position power alone. Extended use can result in satiation. Resistance develops and effectiveness is lost. Constant monitoring and surveillance may be required to maintain the thread of cause and effect. Finally, when reinforcement or punishment is used in relation to position power alone, results may be superficial. Outward behavior may be changed but attitudes remain unchanged.

What disadvantages may develop when the potency of reinforcement is related to position power only?

a. Satiation occurs with extended use

b. Constant monitoring may be required

c. Behavior may be changed, but not attitudes

d. All of the above

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13 There are numerous factors which affect position power. Several of these are:

1) The position itself: The lifelong training of most people is towards conformity to authority. For example, we traditionally respect the authority of parents, teachers, policemen, officers etc. Because these responses are habitual they are not easily satiated and do not require surveillance.

2) Association or referral: Because subordinates identify with the leader in some manner, the degree and type of identification will affect the leader's position power.

3) Expertise: The degree to which a leader is expert in performing a particular task may affect his power and his effectiveness in getting the group to perform the same task.

Which of the following factors affect position power?

a. The status normally accompanying the position

b. Referent

c. The leader's ability to perform or supervise a given task

d. All of the above

14 The leader who has rank and position power may get group members to perform their tasks more readily than a leader who has little position power. The leader with high position power has a greater range of positive and negative reinforcers at his disposal. Conversely, a leader with low position power must rely mainly on verbal reinforcers, since his ability to shape responses of group members is dependent upon his personal relations with the individuals in his group.

What should be considered most applicable to leader position power?

a. The lower the position power, the greater the range of potential reinforcers

b. The leader's personal characteristics play a greater role in position of low power, than in positions of high power.

c. The leader with high position power generally has greater ability to shape responses of group members.

d. None of the above

15 The leader's consistency in applying positive and negative reinforcers will determine the behavior of the group. For example, if a leader promises extra liberty upon completion of a task and doesn't deliver, the members will start distrusting the contingency.

How does consistency affect the position power of a leader?

a. If a leader is consistent in applying reinforcement contingencies then he risks becoming predictable and may lose position power.

b. Leaders who consistently apply positive reinforcement instead of negative reinforcement have greater position power.

c. Leaders who consistently fulfill the contingencies of their reinforcement efforts are more credible and maintain a higher level of trust among their men.

d. Consistency relates mainly to reinforcement effectiveness and has little bearing on position power.

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16 The degree to which the task is structured or unstructured affects the leader's influence over group members. A leader's influence on member behavior is greater in tasks which are highly structured.

If the task has the backing of a Navy regulation, the leader's power is strengthened by the official sanction of the organization. It is easier for the leader to discriminate, to apply reinforcements, when there are specific instructions or regulations for performance of the task.

Select the statement which describes the relationship between task structure and leader influence over group behavior.

a. Organization sanctions, such as Navy regulations, strengthen position power and create high position power in unstructured tasks

b. Structured tasks make application of reinforcement more difficult and lessen a leader's influence

c. A leader has greater influence when tasks are structured than when tasks are unstructured.

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17 Conversely, the leader's influence on group behavior is lessened when the tasks are unstructured. Thus, when specific procedures are NOT given, the group may NOT be able to provide direct support for the leader. Behaviors may NOT be clearly defined as required to accomplish the task. The leader may find it difficult to determine on his own which responses should be reinforced. The leader's influence becomes diluted when it is obvious that the leader has no more expert knowledge than his members about the unstructured task.

Select the statement which indicates the effect an unstructured task has on leader--group relationships.

a. When a task is unstructured a group may not be able to provide direct support for their leader and required behaviors become obsure.

b. Unstructured tasks create a situation requiring firm leadership and direction thereby increasing a group's dependence on their leader and enhancing his influence

c. A leader's influence is strengthened by virtue of a group's dependence on reinforcement from their leader when a task is unstructured

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18 The degree to which a leader is involved with his group members and looks after their needs affects his influence over them. A leader should learn about his group members, that is, learn what their reinforcers are. For example, an individual might like to talk about his family; this is a reinforcer which can be used to advantage by the leader. Leaders should be sensitive to the fact that he may not correctly interpret the group members' needs, i.e., that their needs are the needs of the group and not necessarily the needs of the leader. The interpersonal relationship of the leader is the most important single element in determining his influence within a group, to the extent that they are not conforming. If the members deny his power influence, the leader then loses all effective power.

Select the statement which identifies the most important factor in determining the degree of influence a leader has over the behavior of his men.

a. Rank or status

b. Personal relationship between the leader and group members

c. Personality traits

d. Reinforcement techniques

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Group Dynamics and the Leader

Answer the following questions as indicated in your Student Guide.

1. As a potential leader, why is it important that you understand groups and the forces which act on these groups?

   a. A leader's effectiveness is measured by the interpersonal relationships that exist between himself and individual group members.

   b. If you lack an understanding of the principal social and psychological forces which affect a group you cannot lead effectively.

   c. Most naval leadership situations are group confrontations.

   d. If a leader can control a group he can control individuals.

2. Which one of the following best defines a leader's position power?

   a. The degree of authority which has been assigned him as a result of his official status

   b. The status of the leader regardless of the degree of his authority

   c. The degree to which the performance of a group is influenced or modified as a result of the manner in which a leader applies his power

   d. The degree of authority which has emerged from his status within the group

3. What factors influence leadership style?

   a. Nature of the group

   b. Traits of the leader

   c. Nature of the situation

   d. All of the above

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4. How should you identify the interpersonal behavior by which a leader attempts to exert influence and control?

   a. Leadership behavior

   b. Styles of communication

   c. Leadership styles

   d. Behavior styles

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5. Which one of the following statements should be used to define group dynamics?

   a. Intrinsic strengths of the group which determine behavior of the group and its members

   b. Fundamental elements which determine the behavior of the group and its members

   c. Relationships among the members of a group and its leader

   d. Forces, both intrinsic and extrinsic to the group, which determine the behavior of the group and its members

6. Which one of the following best illustrates the relationship between structured or unstructured tasks and leadership?

a. A leader has greater influence when tasks are structured.

b. Tasks are structured when a leader has greater influence.

c. A leader has greater influence when tasks are unstructured.

d. Tasks are unstructured when a leader has greater influence.

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7. How should you interpret interpersonal relationship between a leader and his group?

a. The more involved the leader is in activities, the fewer reinforcers there are available.

b. Interpersonal relationship between the leader and his group is inversely proportional to his rank.

c. A leader's influence increases as he understands and satisfies the needs of his men.

d. A leader is more effective and influential when he seeks to satisfy the Navy's needs.

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8. Why should a leader strive to develop expertise in tasks performed by his group?

a. The more he knows about everything, the better are his chances for advancement.

b. So that he will not be embarrassed if a subordinate asks him a question

c. It directly relates to his effectiveness in motivating his group to do the task.

d. An officer should always know how to do a job better than the men he supervises.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. c
3. d
4. c
5. d
6. a
7. c
8. c

Now, go to Summary 2 on the next page.

Summary 2

Sociometry

SOCIOMETRY is an inclusive name for the formal methods of describing interpersonal relations in a group. It is possible to systematically analyze or diagram interpersonal relations. "Who is friends with whom" is one such interaction which can be structured within a group. The diagram which represents the relations among group members is properly termed a SOCIOGRAM. A sociogram can be constructed by using a method called a sociometric preference rating. The method also may be called "peer nominations" or "peer selection ratings." Group members could be asked "With whom would you choose to be assigned for this particular activity?" Figure 2 illustrates a typical sociogram.

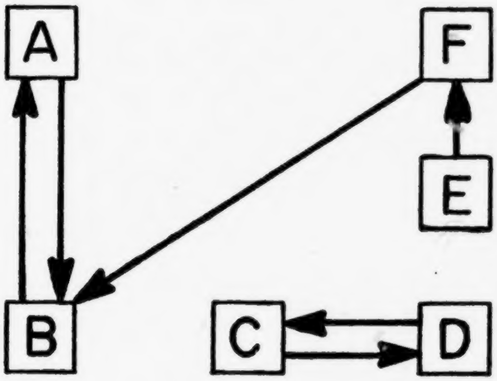

Figure 2. Sociogram

Note that in Figure 2 the flow designations between members have been arbitrarily designated by assigning letters in a box. Here, a pattern of choices was plotted. It indicates subgrouping or clustering. Of these six persons, notice the popularity patterns which formed. Member B is the most popular and Member E, who was not selected at all, was the least popular. You may infer that Members C and D form a little clique since they isolate themselves by this preference indication. A sociogram is a useful means which the leader can use to assess the degree of closeness or solidarity within his group. He can also assess the relationship between himself and members of the group if he participates in the preference rating and is included in the preferences.

With the aid of a sociogram a leader can make an estimate of his popularity within a group. Of course, his conclusion would merely be an assessment, initially.

Sociograms may be useful to determine other aspects of groups. They should be examined to see if there is any evidence of cliques, since a faction or clique which forms in any group can function as a divisive force. The force detracts from the group's overall efficiency.

When you learn these relationships through the use of a sociogram, you may develop ideas of what to do about the problem or problems revealed. Several solutions may be suggested. Some methods of solution obviously are more drastic than others. Also, some methods of solution require more sensitivity and leadership skill in proper application. You may arrive at your conclusions by employing several sources of information. You may use the sociogram to diagnose the difficulties. It may be used as if it were an X-ray picture of the situation. It is a good diagnostic picture even if it does not tell you what the correct solution should be. In conclusion, we can see how group functions reflect interactions between the group leader and individual group members. A group leader can be only as effective as his group will permit him to be. Success frequently depends upon how well the leader delivers reinforcements to his group.

This completes Summary 2. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

Sociometry

Answer the following questions as indicated in your Student Guide.

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1. How should the word "sociogram" be best defined?

   a. It is a diagram which may indicate the relations among members of a group.

   b. It is a chart which shows all of the preferences of the members of the group.

   c. It is a psychological test which measures the group relatedness of members.

   d. It is a diagram which shows the social relations of one group with another.

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2. What can be said about the presence of cliques in groups?

   a. They serve to reinforce the internal cohesiveness of a group.

   b. Cliques which form in a group can function as a divisive force that detracts from overall efficiency.

   c. Cliques enhance cooperation between group members and add to overall efficiency.

   d. Cliques are difficult to identify even with the use of sociograms.

3. As a leader, what should you not expect a sociogram to reveal?

a. The degree of closeness within your group

b. The degree of solidarity within your group

c. Your relationship to the group members

d. The solutions to problems within your group

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. b
3. d

If all your answers are correct you have finished this segment. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Sociometry

1 Sociometry is an inclusive name for formal methods of analyzing the interpersonal structure of groups. The degree to which the leader-member relationship is good or poor can be assessed by a sociometric preference rating method. A graphic representation of the resulting preference ratings is called a SOCIOGRAM.

Select the term which refers to a diagram representing the relationships existing among members of a group.

a. Sociometric preference scale
b. Sociometry
c. Sociogram

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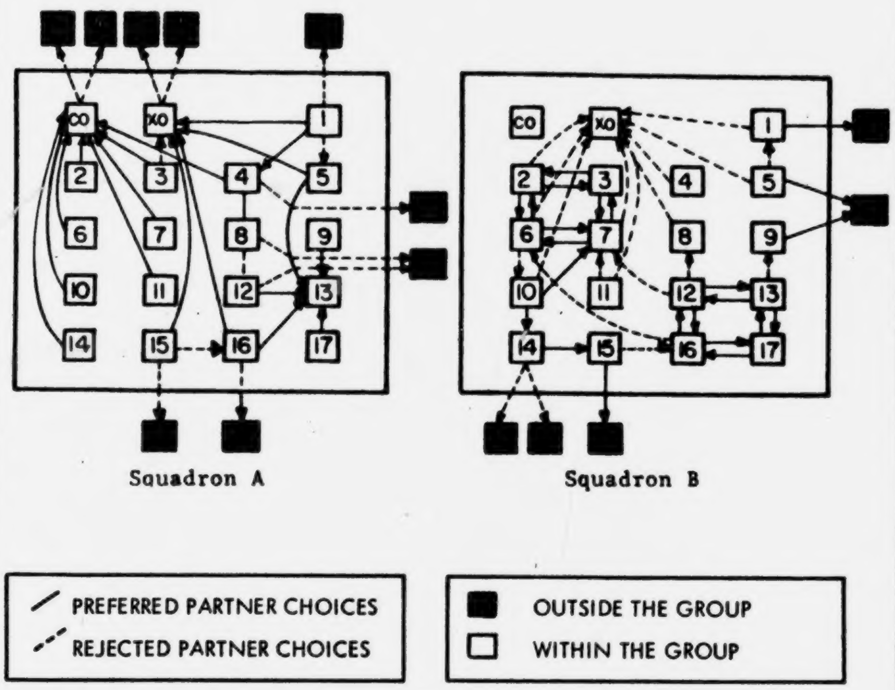
2 A sociogram is a useful means which the leader can use to assess the degree of closeness or solidarity within his group. He can also assess the relationship between himself and members of the group if he participates in the preference rating and is included in the preferences.

Select the statement which indicates the aspects of group interaction which can be revealed by a sociogram.

a. The degree of solidarity within a group
b. The degree of closeness within a group
c. The leader's relationship to group members
d. All of the above


CO
XO
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Squadron A
Squadron B
PREFERRED PARTNER CHOICES
REJECTED PARTNER CHOICES
OUTSIDE THE GROUP
WITHIN THE GROUP

Naval fliers in two flight squadrons were asked to choose the person they would like most as a flying partner and to reject anyone they would not want as a partner. The sociograms show their responses.

Figure 3. Navy Sociometric Study

Frames 3 through 9 refer to Figure 3.

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3 What estimate can be made regarding the popularity of the leaders in Squadrons A and B?

a. The leaders of both squadrons are equally popular.

b. The leaders in Squadron A are more popular than those in Squadron B.

c. The leaders in Squadron B are more popular than those in Squadron A.

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4 Sociograms can be used to determine the presence of factions or cliques which often form in groups. When cliques are present they may function as a divisive force which detracts from overall efficiency.

What does the sociogram for Squadron A reveal about the presence of cliques?

a. The even flow patterns with major attachments from the members to leaders suggest a small likelihood of cliques.

b. The presence of multiple mutual preference choices indicates a high probability of cliques.

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5 The sociogram for Squadron B reveals several instances of reciprocal preferences.

From the following choices select the one which indicates a likely clique.

a. 2, 3, 6, 7

b. 12, 13, 16, 17

c. Both a and b

d. None of the above

6 Observe that in Squadron A the positive choices all occur within the squadron. Also, the negative choices occur most often outside the squadron. The sociogram for Squadron B reveals that several positive choices occur outside of the group while only a few positive choices occur within the group except for those indicating cliques.

What conclusion can be drawn from this information?

a. Squadron B has very little which holds it together as a working unit.

b. Both squadrons will be troubled by the presence of too many cliques

c. The members of Squadron B are more likely to be influenced by the actions of Squadron A

7 Which one of the following best describes the differences between Squadron A and Squadron B as revealed by the sociograms?

a. Squadron B is more cohesive than Squadron A.

b. Squadron A has no cliques and relationship between the leaders and members is good.

c. There is better relationship between the leaders of Squadron A and B than between the members.

d. The revealed differences between the two squadrons are minor and relatively insignificant.

8 What statement can be made about the CO of Squadron B when compared to the CO of Squadron A.

a. The CO of Squadron B will be more effective than the CO for Squadron A.

b. The CO for Squadron B is a negative influence on the efficiency of his group.

c. The CO for Squadron A has become too involved in relationships with his group members to be an effective leader.

d. The CO for Squadron B will not be able to influence his men to the same degree as the CO of Squadron A.

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9 Where does it appear that the difficulty in Squadron B lies?

a. With the influence of the CO

b. With the influence of the XO

c. With too many positive choices outside the group.

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10 You may use the sociogram to diagnose difficulties within a group. It may be used as if it were an X-ray picture of the situation. It is a good diagnostic picture even if it does not tell you what the correct solution should be. In conclusion, we can see how group functions reflect interactions between the group leader and individual group members. A group leader can be only as effective as his group will permit him to be. Success frequently depends upon how well the leader delivers reinforcements to his group.

What is the main use of sociograms in leadership skills?

a. As a means of identifying trouble-makers in a group.

b. As a source of solutions to group problems.

c. As a tool for diagnosing difficulties within a group.

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Sociometry

Answer the following questions as indicated in your Student Guide.

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1. What can be said about the presence of cliques in groups?

   a. Cliques are difficult to identify even with the use of sociograms.

   b. Cliques enhance cooperation between group members and add to overall efficiency.

   c. Cliques which form in a group can function as a divisive force that detracts from overall efficiency.

   d. They serve to reinforce the internal cohesiveness of a group.

---

2. As a leader, what should you not expect a sociogram to reveal?

   a. The solutions to problems within your group

   b. The degree of closeness within your group

   c. The degree of solidarity within your group

   d. Your relationship to the group members

3. How should the word "sociogram" be best defined?

   a. It is a chart which shows all of the preferences of the members of the group.

   b. It is a diagram which may indicate the relations among members of a group.

   c. It is a psychological test which measures the group relatedness of members.

   d. It is a diagram which shows the social relations of one group with another.

Now, check your answers on page 46.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. c
2. a
3. b

This is the end of Part Three, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment II
The Relationship of the Leader to the Group

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

THE RELATIONSHIP OF THE LEADER TO THE GROUP

PROGRESS CHECK

Question 1.

Which of the following statements correctly describes the relationship between leadership and group dynamics?

a. The nature of the situation and its effects upon the group is the major determinant governing leadership.

b. The leader determines the behavior of the group according to its purpose and inherent goals.

c. The leader discerns his course of action by considering the interpersonal relationships among group members.

d. The leader determines his course of action through assessment of internal and external forces affecting the group.

Question 2.

Acquiring a good knowledge of group dynamics will enable the leader to:

a. Skillfully observe and discern the quality of various critical forces affecting the group at any particular time.

b. Readily recognize the elements which affect his relationship with the group.

c. Present himself to the group in the most favorable light, gaining prestige and enhancing group morale.

d. Understand the critical internal forces which affect the interpersonal relationship of group members.

Question 3.

ENS Mitchell is the Deck Division Officer aboard a newly commissioned ship. After extensive training in general quarters drill procedures, the ship executed its first general quarters drill and many of the men in the Deck Division reported to the wrong station. ENS Mitchell called the men of the division together and went over the drill procedures again in detail, indicating forcefully that any further foul-ups would be a subject for an official report. On subsequent drills the men of the Deck Division performed perfectly. Several months later when the ship was on station off the coast of North Vietnam and came under fire of shore batteries, the men again showed confusion in executing general quarters.

Which of the following factors probably contributed most extensively to the performance of the group in a combat situation?

a. The consistent forcefulness by the leader, during drill situations, directly contributed to the ineptitude of group members during general quarters in a combat situation.

b. The authoritarian leadership style adopted by the leader following a general quarters foul-up contributed to a similar breakdown during a critical situation.

c. The threat of being put on report became less significant as combat became imminent and personal concern and survival dominated the group goals of mission accomplishment.

d. The inconsistencies of the leader during drill periods led to confusion during a combat situation.

Question 4.

During a bridge watch in rough weather on an aircraft carrier, the Conning Officer, an ensign, notices that the ship's heading is 5° off course and snaps out, "Mind your helm!" The quartermaster of the watch later takes the helmsman aside and says to him, "You've got to take her as much to the left as she falls off to the right. Be sure you stay alert. Okay?"

Which of the following factors affected group performance?

a. Autocratic style used by the ensign

b. The rough weather

c. The traits of the quartermaster

d. All of the above

Question 5.

While attempting a landing on an aircraft carrier, an F4B missed its target on deck, bounced over the arresting gear, and crashed into two armed aircraft waiting their turn on the catapult. Aware of the possibility of explosion in the fire, the flight deck crew immediately scattered for cover. The Flight Deck Officer, however, manned the closest fire hose and began fighting the fire. A much-chagrined crew soon rallied to his side and quickly extinguished the blaze. No explosion occurred. All three pilots escaped with only minor injuries.

Which of the following statements best describes the nature of the leader's influence over the group in this situation?

a. The leader's high position power commanded the group's respect and subordination.

b. The leader, functioning as a source of reference, influenced the group's performance.

c. The amount of knowledge exhibited by the leader in this situation helped increase the influence of the group.

d. The nature of the situation helped to increase the leader's influence over the group.

Question 6.

The department head controls liberty, allowing those who finish duty assignments to go on liberty. His division officer, however, is unable to give or take away liberty privileges.

Which of the following statements correctly describes the division officer's influence in the example above, based on the factors which strengthen or mitigate the sources of the leader's influence?

a. The leader's position power is determined by how well his subordinates identify with him.

b. The leader's position power determines the degree of positive reinforcement and punishment he has at his disposal, but not necessarily the degree of performance he gets from his group.

c. The leader's position will be the most effective influence on his power. The higher the position power the greater performance the leader gets from his group.

d. The leader's position power is determined by the degree to which he is expert in performing a particular task as this affects his effectiveness in getting the group to perform the same task.

Question 7.

Select from the following choices, the statement which best describes the positive result of a highly structured task.

a. A highly structured task typically elicits a laissez-faire leadership style.

b. A highly structured task generally provides the leader with a limited accessibility to reinforcers.

c. The group involved in a highly structured task requiring specified procedures typically provides direct support for its leader.

d. The leader directing a highly structured task develops little influence and authority over the behavior of the group.

Question 8.

On small ships, radiomen generally stand watches alone in the radio shack. Further, unless closely monitored, there can be no assurance that the man is alert and has correctly copied messages intended for the ship from the broadcast network. Messages missed by one operator may be picked up on a repeat broadcast, and the second radioman may cover the first man's error so that it is not always evident that a message was previously missed because of carelessness.

Select the statement which correctly describes the degree of influence, and reason for the influence, the leader is likely to have over group behavior in the example above.

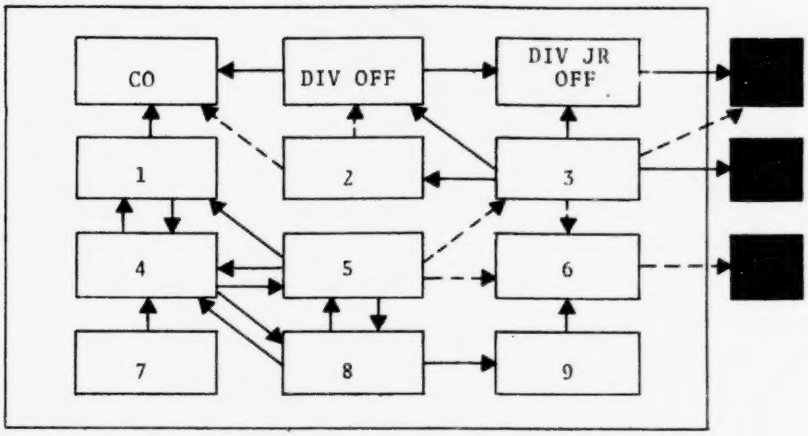
a. Great because the task is structured

b. Small because the task is unstructured

c. Great because the task is unstructured

d. Small because the task is structured

Question 9.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Which of the following statements best describes the nature of group interactions suggested by this sociogram?

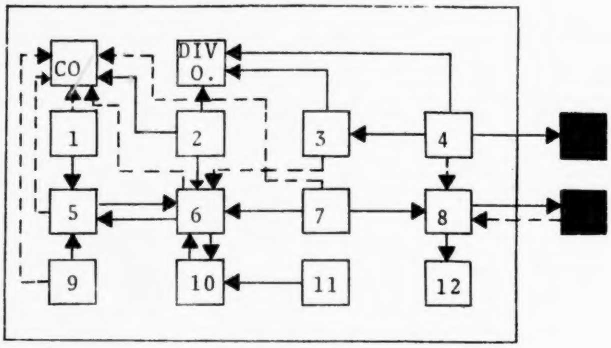
a. Development of subgroups within the squadron is likely to increase cohesion among all of its members.

b. Allegiance within squadron subgroup is greater than allegiance to division officers.

c. A clique is developing to form a subgroup within the squadron.

d. Both b and c above

Question 10.



(SOLID BLOCKS REPRESENT PERSONS OUTSIDE THE DIVISION. SOLID LINES = POSITIVE CHOICES; DASH LINES = NEGATIVE CHOICES.)

Select the statement which best describes the performance expected from this group on a mission.

a. Disorganization in the group would tend to preclude good performance on the mission.

b. The presence of subgroups is essential in organizing other members of the squadron to perform well on the mission.

c. The men will perform well on the mission because of the formal leadership in effect.

d. Cohesion among members will increase the group's probability of achieving the goals of the mission.

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PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT II

REMEDIATION TEXT Syndatic Text VOL - III-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Summary 1: Pages 1-4
2	a	Summary 1: Pages 1-4
3	c	Summary 1: Pages 4-8
4	d	Summary 1: Pages 4-8
5	b	Summary 1: Pages 4-6
6	b	Dummary 1: Pages 4-6
7	c	Summary 1: Pages 6-8
8	b	Summary 1: Pages 6-8
9	d	Summary 2: Pages 31-33
10	a	Summary 2: Pages 31-33
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment III
Group Interactions

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"We must hang together or hang singly."
Benjamin Franklin

Groups are composed of people and have vertical and lateral forces constantly bearing on the group members. These dynamics show up in the interactions of group members. This segment acquaints you with opposition, cooperation, differentiation, and other interactions. When should the leader stimulate competition? What adverse effects may result from competition? What methods are available to the leader to regulate opposition which may be subdividing his group and diminishing its effectiveness? Information is provided on how a leader can understand why his group subdivides into smaller groups and what advantages and disadvantages these subdivisions may afford him.

GROUP INTERACTIONS

Summary 1

Interaction is the major activity of a group and the essence of group behavior. Interaction is mutual--or reciprocal--action or influence among two or more persons.

Interaction occurs when a midshipman observes military courtesy and properly salutes the Midshipman Officer Of The Watch. In other words, it is the give and take between two or more group members. Interaction is important to the leader because he will be responsible for controlling and guiding, where possible, the kinds of interaction which take place in his group of followers. This summary will discuss the three kinds of interaction and suggest how the leader may control their occurrence according to the situation.

There are two types of interaction: direct and symbolic.

Direct interaction involves use of physical movement and contact to communicate. It includes a variety of behaviors. An instructor who is personally showing students how to do something during a practical application is using direct interaction to communicate with his class. Many of your physical education classes involve direct interaction between you and the instructor or between you and a classmate, e.g., wrestling, boxing, soccer, etc.

Symbolic interaction refers to the use of verbal and nonverbal symbols--including vocal sounds, written symbols, and physical gestures to communicate. Both direct and symbolic group interactions may be characterized as: (1) opposition, (2) cooperation, and (3) differentiation.

Let's examine each type of interaction, keeping in mind how the leader could stimulate each kind as appropriate. Opposition is the struggle against others in an effort to achieve a desired goal. Competition is a form of opposition. For example, you compete in the Naval Academy for a class standing. Competition is opposition, usually nonviolent, among two or more persons who are attempting to achieve a goal. Competition differs from conflict, which is a violent form of opposition, in that it focuses attention upon the reward or reinforcement, rather than on the competitor. Competition can occur within a group, as well as between groups. This brings up an interesting point about competition which has been substantiated by experiments. Competition which occurs between groups as opposed to competition occurring between individuals in the group tends to produce pride in the unit, solidarity of effort, cohesiveness of the group, and greater performance. Understanding and application of this concept can be of great value to the leader. He recognizes the hazards of placing undue emphasis upon competition between members of his group. When subordinates work as a team, they are more inclined to subordinate themselves in favor of the goal of group success--they are less inclined to be petty or insist upon self-interests ahead of group success. They can then make worthwhile contributions to group effort. When subordinates have put in the necessary effort for group success, they will appreciate their own group--and they learn in that same process, to develop respect for competitive groups. Thus, a good method for building respect among military groups is to encourage competition among them.

In addition to building solidarity, competition between groups often stimulates high levels of individual effort. This happens because individuals often subordinate their personal goals in order to achieve the group's goals. Competition often stimulates or elicits creativity. Losers in competition search for new ideas and methods to improve their efforts in the future. Search for alternative paths to success may lead to significant discoveries, may produce greater flexibility, may develop open-mindedness. For example, after failing a competitive exercise,a damage control party, encouraged by the officer in charge, will analyze its actions and devise more efficient operations. Thus, competition can stimulate creativity when the competitors are reasonably well matched, in other words, when one group does not consistently win. Consistent losers, unfortunately, run the risk of giving up or become rigid in their efforts at problem solving. Through competition, a leader can assess many of the internal and external attributes of his groups. He can identify individuals who are capable of producing--and, conversely, those who cannot or will not produce.

Our discussion of opposition so far has indicated that competition as generally conceived is a nonviolent form of opposition. We have indicated that there are violent forms of opposition known as "conflict." Conflict is defined as: "An extreme form of opposition in which the individual attempts to thwart, injure, or destroy the opponent to secure the goal." During times of national crisis or active warfare, you, as a member of the Armed Forces, are most likely to be confronted with a violent conflict situation.

The Armed Forces define their existence in terms of group conflict--they function as the nation's means of fighting for survival in conflict.

Conflict within a group, however, is clearly undesirable. Conflict may develop, for example, when a firstclassman excessively criticizes a plebe who is having difficulty adjusting to expected standards of dress. The plebe may take the firstclassman's criticism personally, and view himself as an opponent, rather than as a competitor with the firstclassman in striving to achieve good dress standards. A leader should be aware of the disadvantages of conflict and should be alert to prevent its occurrence where possible. For example, some activities which start out as healthy competitions may generate undesirable individual or group pressures. When pressures become excessive, conflict may result. Some of the disadvantages of conflict are: One, the focus of effort is directed onto the opponent--not the goal; two, waste is engendered--the work of the competitor is destroyed or prevented; three, there can be mutual destruction. It is possible that the conflict situation between the plebe and the firstclassman might prevent each opponent from accomplishing his objectives. A final disadvantage of conflict is that it produces ill-feeling. This can be carried over to other phases of work and interpersonal relations. It adversely affects morale and esprit de corps, and may reflect in off-the-job situations and produce attitudes that lead to misconduct.

Within your experience at the Academy, you can doubtlessly recall situations involving conflicts. You noted the build-up of pressures toward an explosion point. The need for control should be obvious to you. Not only the military, but society as well, has always been concerned with the regulation of opposition. Five means of regulating opposition will be discussed here.

1) Stronger members can coerce weaker members to comply with their wishes.

2) Opposition also can be regulated by compromise. Two competitors who may be about equally strong, can avoid conflict by agreeing to reduce their demands or to adjust their positions.

3) Opposition may be regulated through arbitration. Here, an outside party "intervenes"--acts as a mediator--and allows the competitors an opportunity to avoid direct confrontation--and possibly to accommodate each other.

4) Opposition can be regulated by toleration. Toleration on the part of one or more of the competitors tends to permit the existence of different approaches.

5) Opposition can be regulated by conciliation. Through conciliation, opponents make concessions so that each partially achieves his original goals.

In this summary we have discussed the first major area of group interaction: opposition. We have seen how opposition may range from competition to conflict. We have discussed some of the advantages and disadvantages of competition and conflict, and finally, we have presented some ways in which a leader can regulate opposition within a group.

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following correctly defines interaction?

   a. The action of two or more persons working to accomplish a common goal

   b. Mutual or reciprocal action among two or more persons

   c. A nonviolent form of opposition among two or more persons

   d. None of the above

---

2. Which one of the following best describes the difference between direct and symbolic interaction?

   a. Direct interaction involves physical movement and contact while symbolic involves verbal and nonverbal symbols.

   b. Direct interaction involves physical movement while symbolic involves physical contact.

   c. Direct and symbolic interaction both involve physical movement and physical contact.

---

3. Which one of the following statements best describes the purpose of toleration, coercion, arbitration, compromise, and conciliation?

   a. To encourage conflict

   b. To eliminate opposition

   c. To regulate opposition

   d. To regulate individual differences

4. Which one of the following is an advantage of competition?

   a. Causes the losers to give up

   b. Builds group solidarity when members within a group compete against each other

   c. Stimulates high level of individual effort and creativity

---

5. Which one of the following describes conflict?

   a. A situation in which goal attainment is more important than the competitor

   b. A destructive form of opposition in which attention is focused on the opponent

   c. A constructive form of opposition in which attention is focused on reinforcement

   d. None of the above

Now, check your answers on page 10.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. a
3. c
4. c
5. b

If all your answers are correct go to Summary 2 on page 23. If you missed one or more questions go through Programed Sequence 1 on the next page.

Programed Sequence 1

OVERVIEW: In this programed sequence you will learn what group interaction is, how it may be either direct or symbolic, and finally how it may take the form of opposition, cooperation, or differentiation. The first kind of interaction, opposition, will be discussed in some detail, and you will study how it may take the form of either competition or conflict. You will learn how a leader may act to stimulate competition when appropriate, as well as some advantages and disadvantages of competition between groups.

1 Interaction is the major activity of a group and the essence of group behavior. Interaction is any mutual or reciprocal action or influence exercised by two or more persons. Simply speaking, it is the "give and take" exchanged between two or more group members.

When a midshipman observes military courtesy and properly salutes the Midshipman Officer Of The Watch, and the MOOW returns the salute, which of the following is taking place?

a. Group formation

b. Group isolation

c. Group interaction

d. Group determination

2 Group interaction may be either direct or symbolic. Interaction is direct when the persons use physical contact or movement to communicate. Interaction is symbolic when they use verbal or non-verbal symbols to communicate. Interaction may be completely direct, completely symbolic, or a combination of the two forms.

When an instructor at the Academy personally demonstrates how to operate a piece of equipment during a practical application, and the students copy his actions, which kind(s) of interaction is (are) taking place?

a. Direct
b. Symbolic
c. Both of the above
d. None of the above

---

3 A language professor has just explained a verb form to a student, and he asks the student if he knows how to use the verb form in a sentence. The student says, "Yes," then uses the verb correctly in a sentence. Which kind(s) of interaction has (have) taken place?

a. Direct
b. Symbolic
c. Both of the above
d. None of the above

4 Group interaction, either direct or symbolic, generally falls into one of these three categories: opposition, cooperation, and differentiation. Let's look for a moment at opposition, the first major way in which a group may interact. Opposition is a struggle against others in an effort to achieve a desired goal. Competition is a form of opposition. It is defined as generally nonviolent opposition among two or more persons attempting to achieve a goal. The striving for class standing at the Naval Academy is an example of competition.

Which of the following statements is true?

a. Opposition is a form of cooperation

b. Competition is a form of conflict

c. Competition is a form of opposition

---

5 Competition differs from conflict, which is a violent form of opposition, in that competition places emphasis on the goal or reward, rather than on the competitor or opponent.

Choose the two true statements below.

a. Conflict and competition are both forms of opposition.

b. In competition, emphasis is on the opponent, rather than on the goal.

c. In conflict, emphasis is on the opponent, rather than on the goal.

d. Both conflict and competition place undue emphasis on the goal.

6 Competition can occur within a group as well as between groups. Research has substantiated an interesting point about competition within groups as opposed to competition between groups. Studies have shown that competition between, not within, groups tends to produce pride in the group, solidarity of effort, cohesiveness of the group, and increased quality of performace.

A leader would be wise then, in appropriate situations, to encourage which of the following?

a. Competition within his group

b. Competition between his group and other groups

---

7 When members of a group compete against another group, they are more inclined to subordinate their own goals in favor of the goal of group success. They are likewise, less inclined to be petty or to consider self-interest above that of group success. Group members who see themselves on a competitive basis with other groups will not only appreciate their own group, but will learn in the process to develop respect for competitive groups. Competition between groups often stimulates high levels of individual effort, since individuals often subordinate their personal goals to those of the group. A person who sees how his effort can contribute to group success is then: (Choose one)

a. Less likely to make a worthwhile contribution to the group effort

b. More likely to make a contribution to the group effort

8 Competition stimulates creativity in two ways, not only are groups constantly striving to surpass or excel over other groups, but losers are stimulated to search for new ideas and methods to improve future efforts. When competitors are reasonably well matched, losing may lead to significant improvement in group effort, may produce greater flexibility, and develop openmindedness.

Which of the following examples illustrates this point?

a. After failing a competitive exercise, a damage control party, encouraged by the officer in charge, analyzes its actions and devises more efficient operations to make future success more likely.

b. After failing a competitive exercise, a damage control party, despite the encouragement of the officer in charge, will become discouraged and lose interest in future competitions.

---

9 When competitive groups are not well matched, that is, when one consistently wins over the other, creativity and effort are discouraged rather than encouraged. Consistent losers run the risk of giving up, or of becoming rigid in their approaches to problem solving.

The leader should see to it, then, that when he sets his group in competition with another: (Choose one)

a. That his group is almost certain to win

b. That his group and the competitive group are well-matched in ability and resources

10 So far, we have discussed competition, a nonviolent form of opposition, in which attention is focused on a reward or goal. Now we shall discuss conflict, a violent form of opposition, in which attention is focused, not so much on the goal or reward, as on the thwarting, injuring, or destruction of the opponent. As a member of the Armed Forces you must be constantly prepared to function in a group conflict situation in times of national threat or crisis. The Armed Forces define their existence in terms of group conflict, and are trained to function accordingly.

However, just as competition within a group is often undesirable, so is conflict within a group.

Consider the following situation:

> A firstclassman at the Academy excessively criticizes a plebe for not adjusting to expected standards of dress. The plebe takes these criticisms personally, and sees the firstclassman as an opponent who is "out to get him."

Here, the firstclassman and the plebe are interacting in which kind of opposition?

a. Competition

b. Conflict

11 A leader should be aware of the disadvantages of conflict within his group, and attempt to prevent its occurrence when possible. For example, some activities which begin as healthy competitions may generate undesirable group pressures and result in conflict instead of competition.

Competition becomes conflict when which of the following occurs?

a. Opposition becomes violent and attention is directed not so much on the goal as on the destruction or thwarting of the opponent.

b. Opposition becomes violent and attention is directed not so much on thwarting the opponent as on achievement of the goal or reward.

c. Opposition becomes nonviolent and attention is directed not so much on the opponent as on the achievement of the goal or reward.

12 Here are four disadvantages resulting from conflict within a group.

1) Focus is diverted from achievement of the goal

2) Waste is engendered--the work of the competitor may be destroyed or prevented

3) There is a danger of mutual destruction--that is, of none of the conflicting parties achieving the goal

4) Ill-feeling is generated

Which of the following is not a result of conflict?

a. There is danger of mutual destruction

b. The focus is diverted from achievement of the goal

c. Ill-feeling is prevented

d. Waste is engendered

e. Ill-feeling is generated

13 A leader can regulate opposition within his group, and avoid conflict or competition when it is undesirable. He has five means at his disposal for doing this. They are:

1) Coercion--stronger members can coerce weaker members of the group to comply with their wishes

2) Compromise--two opponents agree to reduce their demands or adjust their positions

3) Arbitration--an outside party intervenes and allows the conflicting parties a means of accommodating each other without direct confrontation

4) Toleration--opponents themselves permit the existence of different approaches and methods

5) Conciliation--opponents make concessions so that each partially achieves either the original goal, or an alternate goal

---

14 Study the methods of controlling opposition listed in Frame 13, then answer the following question.

What are the five means by which a leader can control opposition?

a. Retribution, recrimination, arbitration, compromise, and correction

b. Conciliation, toleration, compromise, allegation, and confrontation

c. Arbitration, toleration, conciliation, compromise, and coercion

---

This is the end of Programed Sequence 1. Now, take Summary Post-Quiz 1 on the next page.

Summary Post-Quiz 1

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following statements best describes the purpose of toleration, coercion, arbitration, compromise, and conciliation?

   a. To encourage conflict

   b. To eliminate opposition

   c. To regulate opposition

   d. To regulate individual differences

---

2. Which one of the following best describes the difference between direct and symbolic interaction?

   a. Direct interaction involves physical movement while symbolic involves physical contact.

   b. Direct and symbolic interaction both involve physical movement and physical contact.

   c. Direct interaction involves physical movement and contact while symbolic involves verbal and nonverbal symbols.

---

3. Which of the following correctly defines interaction?

   a. Mutual or reciprocal action among two or more persons

   b. The action of two or more persons working to accomplish a common goal

   c. A nonviolent form of opposition among two or more persons

   d. None of the above

4. Which one of the following describes conflict?

   a. A constructive form of opposition in which attention is focused on reinforcement

   b. A situation in which goal attainment is more important than the competitor

   c. A destructive form of opposition in which attention is focused on the opponent

   d. None of the above

   ____

5. Which one of the following is an advantage of competition?

   a. Stimulates high level of individual effort and creativity

   b. Causes the losers to give up

   c. Builds group solidarity when members within a group compete against each other

   ____

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. c
2. c
3. a
4. c
5. a

Now, go to Summary 2 on the next page.

Summary 2

Now we turn to the second major area of group interaction--cooperation. Cooperation is group interaction which depends upon or requires mutual aid among members to arrive at a goal. A leader must stimulate cooperation if he wants it to occur in his group.

The following are the conditions necessary for producing cooperation. First, the goal should be one which cannot be achieved by individual effort alone. An example of this would be the cooperative effort necessary for a company striving to be the Color Company. Second, there must be sufficient reinforcement and enough reward for everyone. The June Week recognition of the Color competition winners, and prestige in the year following it, are clearly rewards shared by all company members. Third, all group members must have a common understanding of what constitutes the goal. Fourth, all members must have knowledge of the benefits from cooperative activities. Fifth, all members must be willing to share the work and the rewards connected with cooperative activity. These last three points are the responsibility of each company commander. He must see that his company members are informed of the goal and of the company's progress toward it.

The advantages of cooperation are obvious. It avoids the duplication of work--this is essential for large, complicated tasks. Through cooperation the more experienced group members productively aid the inexperienced members. Talents of individual group members, and diversified abilities can be better used if members cooperate. Also, cooperation often causes distinct elements or groups to dissolve into a unified group effort. Finally, cooperation tends to minimize or reduce potential friction between group members.

There are some disadvantages to cooperation, as well. Cooperative effort places less emphasis on individual excellence and creativity. Thus, some people, when engaged in a cooperative task, tend to become stagnant, lethargic, and are inclined to be satisfied with the status quo. They have no impelling interest to seek and apply new methods for increasing efficiency. Another disadvantage is that some individuals in a cooperative system are inclined to do less than their share of the work--basing this on the idea that others will do the work if they don't. Group pressure may be applied, with the leaders help, in this case. Group pressure may be exerted on the shirkers to generate maximum sustained output, with the penalty of expulsion or ostracism. Further, if a cooperative group is made appealing or attractive enough to its members, they will work hard to stay in it. Finally, the very cohesiveness of a group can achieve the same effect as a clique to resist outside efforts for goal accomplishment or change. This can work contrary to the accomplishment of the mission.

It is the leader who must determine, in the long run, whether the nature of the work--and the situation--calls for competitive or cooperative effort within the group. He must determine the kind of goals that are present, the quality of those goals, and then assess the competitive or cooperative nature of the work. Then, he should consider the reinforcers. Availability and types of reinforcers may determine which portions of the work should be handled competitively or cooperatively.

Our discussion so far has dealt with opposition and cooperation as types of group interaction. We shall deal now with a third area of group interaction, namely differentiation. Differentiation is the tendency of a group to split into smaller groups. Groups orient themselves and split up along such lines as: age; physical abilities; mental abilities, i.e., educational level; racial, ethnic or regional differences; occupations or skills; personal needs; or social needs.

There are diverse reasons why groups tend to differentiate --that is, split up into smaller sub-groups. One of these is the need, on the part of group members, to achieve a sense of belonging. You probably participate in some sub-group of your company. For example, there may be a small group of members in your company who are on some athletic team, or share a special interest--such as sailing. Another cause of differentiation is the individual or small groups wish to achieve a sense of greater security. You may have noticed this tendency during your summer cruise. Then, the tendency was probably for the midshipmen to separate themselves from the commissioned officers--and from the enlisted men--probably because they felt insecure in this unfamiliar situation. This tendency was probably discouraged, as there would be a serious loss of learning and experience if the midshipmen were allowed to differentiate themselves from the others. A third cause of group differentiation is the desire of individuals or small groups to gain a sense of esteem. They desire to "have" something, "cherish" something which the others don't have, or to be better than the others in some obvious way.

Differentiation has its advantages. For example, you must know of situations where a special group worked within a larger one to achieve distinction. Also, differentiation provides individuals with an attachment to a small group--and to feel the satisfaction derived from filling the emotional needs for belonging, security, esteem. Finally, differentiation promotes development of loyalty within a unit. Because of this the members work hard for their small group--show pride in its accomplishments--and esprit de corps and morale are improved. In spite of all of the advantages which differentiation can provide, it also has disadvantages. Cliques can develop which undermine loyalty and support self-interests. These cliques may become isolated from the group, and resist rather than assist group effort. In addition, dangerous conflicts may arise between a sub-group and main group--or between separate sub-groups.

As a leader, you will control a group in various situations and be responsible for taking the necessary action to ensure mission accomplishment. This summary should have made clear to you how, as both leader, and member of the group you lead, you will have the ability to control the interactions which take place within your group. It is the leader who ultimately encourages those interactions which are desirable, and discourages, or eliminates, those interactions which are undesirable.

A final point which should not be overlooked in our discussion of interaction, is leadership training, i.e., the training of individuals in the skills of interaction. Since World War II experimental psychologists have given much attention to "sensitivity" or "T-group" (the "T" stands for therapy) training, particularly as applied to group leadership problems. Under the guidance of a "trainer," who is a qualified psychologist, small groups of individuals meet for a weekend or longer of close and continuous association in order to honestly explore their relationships with others. As applied to groups in industry, government, and the professions, sensitivity training may be scheduled for somewhat larger groups on a schedule broken into sessions over a period of weeks. Group members are encouraged to express themselves freely and openly without regard to conventional manners or personal deference, and to accept equally uninhibited reactions and questioning. A basic premise of sensitivity and T-group training is that honest communication is the essential ingredient for effective group interaction.

T-group and sensitivity training are presently not widely used in the military area. One reason for this is that they are extremely costly techniques, both in time and in manpower. Secondly, they are primarily intended for study of peer groups. Their effectiveness in training such highly structured, hierarchical groups as those in the military organization has not yet been tested.

The most frequently used interaction training in the military is simulated situational training. On-the-job training, such as the summer cruise training of each midshipman, is an example of how the military prepares men for the possible interactions he may encounter or experience.

This is the end of Summary 2. Now, take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following best defines cooperation?

   a. Group interaction which results from success in attaining some goal

   b. Group interaction involving mutual aid to arrive at a goal

   c. Group interaction involving mutual competition to arrive at a goal

---

2. Which of the following are conditions which must be present for cooperation to take place?

   a. Goal is unobtainable by individual effort.

   b. There is enough reward so that it can be parceled out with a minimum temptation for individuals to take more than their share.

   c. Individuals must have a common understanding of what the goal is and have clearly defined alternatives for achieving the goal.

   d. All of the above

3. Which one of the following statements best defines differentiation?

   a. The ability of a leader to use reinforcing stimuli

   b. The formation of smaller groups within a large unit

   c. Attitudes demonstrated by group members

   d. Separation of the good workers from the others

---

4. Identify the causes of differentiation.

   a. Need to belong

   b. Need for security

   c. Desire for esteem

   d. All of the above

Now, check your answers on page 32.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. b
2. d
3. b
4. d

If all your answers are correct, you have completed this segment. If you missed one or more questions, go to Programed Sequence 2 on the next page.

Programed Sequence 2

OVERVIEW: You have studied the first kind of group interaction, opposition, and some of its forms and characteristics. Now, in this programed sequence you will study two other kinds of group interaction; namely, cooperation and differentiation. You will learn some ways of stimulating cooperative effort in your group, some of the criteria for judging whether or not cooperative effort is appropriate to the situation, and finally, how to deal with differentiation when it occurs in your group. A word will also be said about some of the techniques presently being used to train leaders in successful group interaction.

$\boxed{1}$ Cooperation is the second major kind of group interaction. Like opposition, it may be direct, symbolic, or both. Cooperation is group interaction which depends upon or requires mutual aid among group members to arrive at a goal.

Which of the following defines cooperation?

a. Cooperation is group interaction, direct or symbolic, in which the mutual aid of group members is required in order for the group to achieve its goal.

b. Cooperation is a kind of group interaction typified by the willingness of the group to follow instructions without delay or question in an effort to achieve the goal.

2 There are five conditions which must be met if a group is to interact on a cooperative basis. The first three are:

1) The goal should be one which cannot be achieved by individual effort alone.

2) There must be sufficient reinforcement and enough reward so that all group members may share in the achievement of the goal.

3) The group members must all know what the goal is.

Match each of the requirements for cooperation with the correct description.

a. There must be sufficient reward to be shared by all group members.

b. The goal should be one which can only be achieved by the group.

c. All members of the group should understand what the goal is.

1) A language professor at the Academy wishes to achieve the goal of 100% oral participation from a certain class each day.

2) He announces this goal to the class, making clear that every member of the class must participate voluntarily if the goal is to be reached.

3) He further announces that if the class achieves 100% participation for a week, homework assignments for the following week will be lightened.

3 Which is not a prerequisite for cooperative group effort?

a. The reward should be one which all group members may share.

b. The group members should all understand what the goal is.

c. The goal should be one which could just as well be accomplished by the leader alone.

---

4 The fourth and fifth necessary requirements for cooperative interaction are:

4) The group members must all know the benefits which will be derived from cooperating.

5) All group members must be willing to share both the work and the reward.

When would an officer be likely to encounter difficulty in gaining cooperative interaction in his group?

a. When some group members fail to see the benefits to be gained by cooperating

b. When some group members do not share the work, but demand to share in the rewards of accomplishing the goal

c. Both of the above

d. None of the above

5 Cooperative group interaction has some obvious advantages. Duplication of work is avoided, since more experienced group members help the less experienced ones, giving suggestions and aid when necessary. The group which cooperates has the benefit of the creative talents and special abilities of individual members. Also, cooperative effort tends to suppress self-interest and dissent. A final advantage of cooperation is that it minimizes potential friction between group members.

In a large, complex group, then, cooperative effort would be. (Choose one.)

a. Desirable
b. Undesirable
c. Impossible

6 Some disadvantages of cooperative interaction are:

1) Some group members may be content with the status quo, that is, not interested in seeking new methods, or increasing efficiency.

2) Some individuals may be inclined to do less than their share of the work.

Which, then, is true of cooperative interaction?

a. It has only advantages, no disadvantages.

b. It has both advantages and disadvantages.

7 A cooperative group can also become so cohesive in its efforts toward goal accomplishment that any change of goal, or outside influence, will be resisted. The group becomes, in fact, a clique, resisting all change. In such cases, cooperative interaction may cause which of the following?

a. Interference with or prevention of mission accomplishment

b. Higher probability of mission accomplishment

8 The leader should determine whether or not cooperative interaction is desirable in his group. He should do this by assessing the nature of the work it has to do, the situation in which the goal must be accomplished, and the kinds of goals and rewards which are available.

What factors should the leader consider in deciding whether or not to stimulate cooperative group interaction?

a. His past experience at gaining cooperation

b. The approach used by other officers in similar situations

c. The nature of the task, the situation, and the types of goals and rewards which are to be achieved

9 Opposition and cooperation are only two of the ways in which a group may interact. A third way is through differentiation. Differentiation refers to the tendency of a large group to divide into smaller groups. These smaller groups usually arise along such lines as ethnic, racial, religious interests; educational background; special abilities; and occupations or skills. Personal and social needs may also give rise to these smaller sub-groups.

Which correctly defines differentiation?

a. It is the tendency of smaller groups to abandon their special interests in favor of the large group's overall objective.

b. It is the tendency of a large group to split up into smaller groups based on religious, racial, ethnic, educational, personal, or social interest or needs.

---

10 One of the reasons why differentiation occurs in groups is that members need to achieve a sense of belonging. A smaller sub-group, based on some special shared characteristic or interest, fulfills this need.

Another reason why differentiation occurs is that members have a need for security. The sub-group may fulfill this need as well.

What are two reasons for the occurrence of differentiation?

a. The needs for self-actualization and for competition

b. The needs for belonging and security

11 Finally, differentiation occurs because members have a need to gain esteem. They need to belong to or have something which the other group members don't have or belong to.

The three reasons why differentiation occurs, for security, for belonging, and for esteem, are all: (Choose one.)

a. Individual needs not fulfilled by participation in a large group

b. Group needs fulfilled by membership in a large group

---

12 Differentiation has some advantages. It satisfies the individual needs of members of a large group, it promotes development of loyalty, as each small group devotes a united effort towards achieving group goals. Thus, the smaller sub-groups may contribute to esprit de corps and good morale. In spite of these advantages, differentiation may also cause problems. Dangerous conflicts may arise between sub-groups, and cliques may form which are resistant to change or outside authority.

What would be the best approach for a leader to take toward differentiation?

a. He should always encourage it.

b. He should always discourage it and stress other kinds of group interaction.

c. He should encourage it so long as its effects appear to be advantageous to the group effort.

13 Much experimentation has gone towards studying group interaction, and towards finding new and better ways to control it.

One modern method of studying group interaction is through "sensitivity" or "T-group ('T'=therapy)" training. Sensitivity or T-groups meet for a weekend or longer under the guidance of a qualified psychologist. The period of close, continuous association is devoted to exploration of members relationships with each other. Group members are encouraged to be open and honest with each other, and to express themselves without regard to conventional manners or personal deference. In other words, to say "what they think" of one another, *to* one another.

The effectiveness of sensitivity and T-group training has not yet been tested in the military setting. Their prohibitive cost, and their emphasis on peer relationships, suggest that they may not be useful in such a highly structured organization as the military one.

Sensitivity and T-group training are which of the following?

a. Methods of training in group interaction which are widely used in the military

b. Methods of training in group interaction which have not yet been applied to the military organization

---

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following are conditions which must be present for cooperation to take place?

   a. Individuals must have a common understanding of what the goal is and have clearly defined alternatives for achieving the goal.

   b. Goal is unobtainable by individual effort.

   c. There is enough reward so that it can be parceled out with a minimum temptation for individuals to take more than their share.

   d. All of the above

---

2. Which one of the following best defines cooperation?

   a. Group interaction which results from success in attaining some goal

   b. Group interaction involving mutual aid to arrive at a goal

   c. Group interaction involving mutual competition to arrive at a goal

3. Which one of the following statements best defines differentiation?

   a. Separation of the good workers from the others

   b. Attitudes demonstrated by group members

   c. The formation of smaller groups within a large unit

   d. The ability of a leader to use reinforcing stimuli

   ____

4. Identify the causes of differentiation.

   a. Desire for esteem

   b. Need for security

   c. Need to belong

   d. All of the above

   ____

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 2

1. d
2. b
3. c
4 d

This completes Part Three, Segment III.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment III

Group Interactions

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

GROUP INTERACTIONS

PROGRESS CHECK

Question 1.

Example 1:

The Navigator informs the pilot that their target lies 20° to starboard, 10 miles. The pilot acknowledges the information and immediately brings the aircraft to a new heading so the target is dead ahead.

Example 2:

The Shore Patrol discover one of their crew fighting with a local civilian. To stop the fight the three shore patrol men have to pull them apart and then escort the sailor back to his ship.

a. Example 1 illustrates direct interaction, Example 2 illustrates symbolic interaction.

b. Example 1 illustrates symbolic interaction, Example 2 illustrates direct interaction.

c. Example 1 and Example 2 both illustrate symbolic interaction.

d. Example 1 and Example 2 both illustrate indirect (secondary) interaction.

Question 2.

The Weapons Officer on a destroyer desires to improve the local control capability of his gunmounts. He decides to do this through competition.

Which of the following would make the best use of competition to accomplish this goal?

a. All losers will have their liberty curtailed.

b. The gun captain of the winning mount will receive extra liberty.

c. The winning mount crew will receive a special 72 hour liberty during normal working hours.

d. Announce that their semi-annual evaluation sheets will be a direct reflection of their relative performances

Question 3.

In which of the following situations has competition been used correctly for the good of the group?

a. ENS Blake assembles his division personnel and informs them that he has devised a special plan for the division to use to improve division maintenance.

b. Upon completion of the Spring Marksmanship Competition, MIDN Bove, whose company came in second, gathers his shooters for a special meeting to discuss what they did wrong. He said that they will compete among themselves until the desired degree of proficiency is reached.

c. 2-LT Watcher informs his platoon that a platoon from another company has challenged them to a field meet and he informs them that there will be events for everyone to participate in.

d. LTJG York informs the personnel of his division that the individual who scores highest on the professional exams will be given special consideration when he marks the semi-annual evaluation sheets.

Question 4.

The Squadron Commander signals a "Turn 9" by radio which is acknowledged by "roger over." On "execute" the ships turn smartly.

The signal by the Squadron Commander is an example of which kind of interaction?

a. Symbolic

b. Direct

c. Both of the above

d. None of the above

Question 5.

Which of the following best contrasts opposition, cooperation, and differentiation?

a. Cooperation is the breaking of larger groups into smaller ones. Opposition is working against someone else toward a goal. Differentiation is a united effort toward a goal.

b. Cooperation is a united effort toward a goal. Opposition is working against someone else toward a goal. Differentiation is the breaking of larger groups into smaller ones.

c. Cooperation is working against someone else toward a goal. Opposition is a united effort toward a goal. Differentiation is the breaking of larger groups into smaller ones.

d. Cooperation is a united effort toward a goal. Opposition is the breaking of larger groups into smaller ones. Differentiation is working against someone else toward a goal.

Question 6.

One goal of the CIC is to provide radar-assisted piloting when entering port and particularly when under conditions of reduced visibility.

Which of the following would aid most in reaching that goal?

a. Conduct at least two drills per day simulating reduced visual conditions.

b. The CIC Officer should state that unless the operation is performed correctly, extra instruction will be given.

c. The CIC Officer should get the team together, explain the importance of their job, and explain that unless all do their best, liberty will be curtailed.

d. Conduct periodic simulated drills and go through the operation as though visibility were reduced every time the ship enters port.

Question 7.

Among the missions of damage control parties aboard ship are the preservation of watertight integrity and the rapid repairs of material, particularly during battle or accidents.

Which of the following means would aid most in making it possible to achieve these goals?

a. Conduct a weekly drill, under simulated conditions, on randomly selected damage control parties.

b. Conduct weekly drills, under simulated conditions, on all damage control parties assigning a grade to each, and at the end of the competitive period, reward the party with the highest score.

c. Continuously train the repair parties in their duties, knowing that with proper training each party will successfully do its job when necessary.

d. Conduct weekly drills on all repair parties. At the end of the training period reward all the repair parties.

Question 8.

In an aviation squadron on a carrier the Operations Officer, CDR Jones, determines the number of training missions to be flown daily, and the times of launch. CDR Jensen, the maintenance officer, cannot provide enough aircraft in an up status to meet either the number or schedule of the missions. Both men have complained to the CO, requesting the other be removed from his job. CDR Jones insists that CDR Jensen is deliberately sabotaging his efforts. CDR Jensen says that the schedule is too heavy for his undermanned department, and CDR Jones is endangering the safety of the aviators.

How might this conflict best be resolved?

a. The CO should determine who is right and discipline the guilty party.

b. The CO should transfer both men, since they obviously cannot cooperate.

c. The CO should order them to quit back-biting, get together to talk things over, and find a workable compromise.

d. The CO should simply tolerate the situation, since the failure to act will inevitably lead to conciliation.

Question 9.

Both the administrative and operations divisions of an aviation squadron have yeomen assigned to them. It is the goal of the squadron to have all their yeomen qualified for an advancement in rating by having all yeomen throughly prepared for the next rating examination.

How can these divisions use cooperation to achieve the squadron objective? Select the best answer.

a. They can establish a reward program to give the individual making the highest score on the next rating examination a special liberty.

b. The division officers should get together to set up a joint training program so that the yeomen in each division can take advantage of the expertise of the other rated yeomen in the squadron.

c. They can inform all the yeomen in each division of the squadron goal and encourage each man to prepare himself during his off duty hours by individual study efforts.

d. The division officers should screen their yeomen to find the ones who need special instruction and then set up special instructional periods for those individuals.

Question 10.

The Airframes Division Officer has recently noted that his division personnel have split into two groups. One group is largely made up of those men who made the squadron's last combat deployment, during which time the squadron was awarded the "E." The other group consists mainly of those who have only been in the squadron since its return home.

What is the most probable cause of this grouping?

a. Physiological needs

b. Group self-actualization

c. Difference in ratings

d. Esteem

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT III

REMEDIATION TEXT Syndactic Text VOL - III-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary 1: Pages 1-3
2	c	Summary 1: Pages 3-6
3	c	Summary 1: Pages 3-6
4	a	Summary 1: Pages 1-3
5	b	Summary 1: Pages 1-3 Summary 2: 23-27
6	d	Summary 2: Pages 23-27
7	b	Summary 2: Pages 23-27
8	c	Summary 1: Pages 4-6
9	b	Summary 2: 23-27
10	d	Summary 2: Pages 26-27
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment IV
Conformity as a Factor of Group Behavior

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"Don't worry about how well your uniform fits you. Concentrate instead on how well you fit the uniform."*
>
> *The Naval Officer's Guide*

As individualistic as most people are, most still willingly belong to some groups and perhaps unwillingly belong to others. Whether or not group membership is voluntary, the members do conform to the standards of the group and behave as the group expects and/or demands. These group norms can assist the leader greatly or seriously interfere with his mission accomplishment. The formulation of norms, their relationship to mission achievement, and modification of the norms by the leader are explained in this segment. Individual norms or the role expectations connected with membership in the group are introduced as they relate to the formal and informal roles of group members.

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

Summary 1

Group Norms and Factors Affecting Conformity

The preceding segment on Group Dynamics discussed how group behavior reflected group interactions. In this section we shall cover group norms, also known as group standards, and conformity to these norms.

Group Norms Defined

A GROUP NORM is a widely shared expectation--or standard--of behavior among members of a group. Whenever there is continued interaction among individuals, group norms are formed.

As a leader, you can learn to use the norms that are developing within your group to help promote your aims. Useful--or POSITIVE--group norms are the standards which are goal-oriented. They are directed toward accomplishing the official group mission.

Here are some examples of POSITIVE GROUP NORMS' importance in a military organization.

1) They assist the leader in his task of maintaining order and discipline.

2) They ease the task of the leader in maintaining high work standards.

3) They allow the leader to be absent from the group with confidence that the group will maintain itself.

4) They promote cohesiveness and group solidarity.

Factors Affecting Conformity to Group Norms

As we have seen, the positive value of group norms is great. But how are these, and even other, norms achieved and maintained? The immediate answer, of course, is through CONFORMITY, but let's look at this more closely.

One factor affecting conformity is each individual's BELIEF THAT THE GROUP IS RIGHT. After only a few well-spoken directions and explanations, an earnest plebe will quickly grasp that there is a purpose to his new set of rules and willingly conform to these standards.

The second factor affecting conformity is the DEGREE OF ATTRACTION that the group holds for each individual. If a plebe wants to be a part of the distinguished group of Academy graduates more than anything else, he will be quick to conform to the demands or norms of his classmates and the institution.

Still another factor surfaces as we talk about the AMOUNT OF AGREEMENT OR CONSENSUS within a group. If nearly all of the men in your unit want to support an orphanage as a volunteer project, those in the unit who have less interest, or prefer another project, will feel the need for conformity and probably become just as enthusiastic over the orphanage plan as the others.

When searching for factors influencing conformity, you should also assess the BASIS FOR MEMBERSHIP in the group. Were the group members appointed? Were they assigned? Or did they volunteer? All of these questions should be asked. All relate to an individual's orientation to the group.

To summarize: Group norms are widely shared expectations or standards of behavior among members of a group. They exist whenever there is continued interaction among individuals. Positive group norms are task-related and assist the leader in maintaining discipline, high work standards, group cohesiveness, and independence. These attributes are obtainable if the leader pays attention to the factors which affect the degree of conformity--the social or personal pressures each individual feels in relationship to the group. These considerations include: The extent to which each individual believes that the group is right; the amount of attraction the group holds for each member; the basis of membership, and the amount of agreement or consensus of opinion among the members.

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Group Norms and Factors Affecting Conformity

Answer the following questions as directed in your Student Guide.

---

1. Which one of the following best defines POSITIVE group norms?

   a. Group norms which are formed as a result of mission accomplishment

   b. Group norms which are directed toward accomplishing the official group mission

   c. Group norms which positively reinforce all the members of the group

   d. Group norms which are fully accepted by all group members

---

2. Which of the following should be used to describe group norms?

   a. A widely shared expectation or standard of behavior among members of a group

   b. Standards set by the leader for the group

   c. A result of continued interaction among individuals

   d. Both a and c above

3. Which of the following best expresses what a leader should look for as he tries to identify factors affecting conformity?

a. The socio-economic backgrounds of the individuals; firm commitment to group goals by all members; how and why the members became part of the group

b. How great an individual's desire to re-enlist might be compared with the attractions of the civilian world; how many of the group norms are positive ones; how and why the members joined

c. How firmly each individual believes that the general goals of the group are right; how attractive the individuals find membership in the group; how much agreement or consensus can be found within the group; how and why the members joined the group

d. Whether or not each individual is personally committed to all group goals; what other group memberships are available; how clearly each can express his identification to the group

---

4. If positive group norms are maintained, the job of the leader is said to be eased. What does this mean?

a. The leader can be absent from the group with assurance that it will maintain itself even if he has not been consistent in providing reinforcement.

b. Makes order and discipline unnecessary.

c. Enhances unit solidarity without the inclusion of the leader.

d. Permits the absence of the leader but the continued maintenance of the group.

Now, check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. d
3. c
4. d

If all your answers are correct, go to Summary 2 on page 17. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Group Norms and Factors Affecting Degree of Conformity

1 A group norm is defined as a widely shared expectation or standard of behavior among members of a group. Whenever there is continued interaction among individuals, they form group norms--standards of behavior.

Group norms are formed:

a. When continued interaction among individuals takes place and standards of behavior become evident

b. When a group is able to define its expectations or standards of behavior

c. Whenever individuals interact

d. Whenever widely shared expectations are inadequate to meet a specific situation

---

2 If you always wear your best uniform for scheduled formation, always give your best effort to win in all intramural athletic contests, and always stand and salute when you hear the National Anthemn even though you may be home on leave, you are following a group norm.

Group norms:

a. Can never be found in day-to-day life

b. Are standard behavior patterns

c. Are not likely to last out-of-context

d. Are only applicable to major events

3 As you have learned, group norms are formed through group interaction. The goal of one of your first midshipman experiences--becoming familiar with the manual of arms and close order drill--was to ensure a degree of conformity within a group. In this way, group interaction was achieved and a set of group norms emerged.

---

4 Norms which can be classified as POSITIVE group norms are especially important. These represent standards which are goal-oriented--directed toward accomplishment of the official group mission.

Positive group norms can be described as:

a. Norms relating to an individual's perception of the military

b. Group norms directed toward accomplishing the group's official mission

c. Only those goals established by official directive

d. Always pertaining to the military

5 Positive group norms are very useful to the leader.

There are four ways that this usefulness or importance can be observed.

1) Positive group norms ease the task of the leader in maintaining high standards of work.

2) Positive group norms help the leader to maintain order and discipline.

3) Positive group norms allow the leader to be absent from the group with reasonable assurance that it will carry on and maintain itself.

4) Positive group norms provide visible evidence of group solidarity.

Why are positive group norms so important?

a. They permit the leader to work less.

b. They offer reasons for rigid rules regarding mission accomplishment.

c. There are no other types of group norms.

d. They aid the leader, and offer a source for group satisfaction.

6 Group solidarity helps the leader because the members of highly cohesive groups usually want to remain within the group. This attraction makes the group members amenable to pressures from the group--they conform more readily to its standards. Group members, then, derive a sense of pride, solidarity, and security from being a part of a successfully maintained group. They obtain a sense of comfort and protection from the set of rules subscribed by the group.

Why are positive group norms important in providing visible evidence of group solidarity?

a. They develop the attractiveness of the group and make members more willing to conform.

b. They offer a firm set of rules.

c. They are useful only in establishing crack precision teams.

d. They permit the leader to escape from his reinforcement responsibilities.

---

7 We noted that positive group norms eased the task of the leader--helped him to accomplish his mission.

What do you think this meant?

a. The leader could be absent from the group for LONG periods of time without fearing that the group would ever be divided--membership itself would ALWAYS be too great a prize to forsake.

b. The leader could just describe the work standards and be spared the evaluation process.

c. The leader would never need to rely on the usual reinforcement procedures--order and discipline would automatically prevail.

d. None of the above

8 As we have seen, conforming to positive group norms is important. Now what are the factors that affect that conformity? These factors also fall into four general categories.

CONFORMITY IS BEST ACHIEVED WHEN:

1) The individuals believe that the group is right.

2) The group holds a high degree of attraction for its members.

3) There is a high amount of agreement or consensus within the group.

4) The basis for membership in the group is based on desire rather than necessity which might be a source of discontent that would need to be overcome.

What are the factors that may affect conformity? (Choose any number.)

a. Belief that the group is right

b. Degree of attraction to the group

c. Amount of agreement or consensus

d. Basis for membership

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Group Norms and Factors Affecting Conformity

Answer the following questions as directed in your Student Guide.

---

1. If positive group norms are maintained, the job of the leader is said to be eased. What does this mean?

   a. Permits the absence of the leader but the continued maintenance of the group.

   b. Enhances unit solidarity without the inclusion of the leader.

   c. Makes order and discipline unnecessary.

   d. The leader can be absent from the group with assurance that it will maintain itself even if he has not been consistent in providing reinforcement.

2. Which of the following best expresses what a leader should look for as he tries to identify factors affecting conformity?

   a. How great an individual's desire to re-enlist might be compared with the attractions of the civilian world; how many of the group norms are positive ones; how and why the members joined

   b. The socio-economic backgrounds of the individuals; firm commitment to group goals by all members; how and why the members became part of the group

   c. Whether or not each individual is personally committed to all group goals; what other group memberships are available; how clearly each can express his identification to the group

   d. How firmly each individual believes that the general goals of the group are right; how attractive the individuals find membership in the group; how much agreement or consensus can be found within the group; how and why the members joined the group

3. Which of the following should be used to describe group norms?

   a. A result of continued interaction among individuals

   b. Standards set by the leader for the group

   c. A widely shared expectation or standard of behavior among members of a group

   d. Both a and c

4. Which one of the following best defines POSITIVE group norms?

a. Group norms which positively reinforce all the members of the group

b. Group norms which are formed as a result of mission accomplishment

c. Group norms which are directed toward accomplishing the official group mission

d. Group norms which are fully accepted by all group members

Now, check your answers on page 16.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. a
2. d
3. d
4. c

Now, go to Summary 2 on the next page.

Summary 2

Group Approval and Disapproval in Enforcing Conformity

Approval and disapproval are most effective as a means of enforcing conformity when:

1) The group is successfully fulfilling the needs of its members.

2) The group is the ONLY source of need satisfaction for its members.

On the other hand, reliance on group approval and disapproval as a means of enforcing conformity to standards is least effective when:

1) The group has not been very successful in satisfying the needs of its members--they therefore have nothing to lose.

2) Alternate groups exist which will accept the members and offer the promise of ample opportunity to secure satisfaction.

3) Members have no choice--they are forced to remain within the group.

When men are constrained against leaving their group, the leader is faced with the most challenging situation of all. How does the junior officer make his group attractive to the individual who didn't want to be there in the first place? How does the leader make the group's approval or disapproval into an effective factor?

Let us examine various ways of using the positive and negative feelings of a group to accomplish leadership--promote official aims, conform to standards.

Subordinates who receive reinforcers--have their needs satisfied and represent willing workers--prefer satisfactions related to this group over receiving them elsewhere. SATISFACTION, therefore, is the key. And this satisfaction is closely tied to leader approval and likewise other group member approval.

Punishments rarely appear necessary in the highly satisfying group. The withholding of approval is punishment in itself--punishing feelings are developed within, and little ever needs be applied from elsewhere.

But there is a second important aspect to be considered here. A highly satisfying group has little need for a policing taskmaster. Members produce their own standards which are generally higher than those which are established by an outside authority. These standards can never be reached by mere compliance with the law or efforts to avoid punishment.

But although the use of approval and disapproval to maintain conformity has its positive function, it can also have a negative one. Conformity may have a tendency to thwart creativity. It may have established a pattern that seemingly cannot be broken even though the situation has made change necessary. Thus the extremes in conformity are to be avoided, and you should remember that there are times when total conformity is harmful, not beneficial, to mission accomplishment.

This is the end of Summary 2. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

Group Approval and Disapproval in Enforcing Conformity

Answer the following questions as directed in your Student Guide.

---

1. Which of the following factors affect the degree to which members conform to group norms?

   a. High degree of attraction to the group

   b. Approval and disapproval by other group members

   c. Both of the above

   d. None of the above

---

2. Which one of the following is not a factor which affects the degree to which members conform to group norms?

   a. Satisfaction with the group and its goals

   b. A need to be liked and accepted

   c. A belief that the group is right

   d. A belief that you should avoid discussing personal matters.

---

3. Which one of the following best describes a determiner of effectiveness of group approval or disapproval?

   a. Whether or not the needs of your group members are being satisfied by your group

   b. Leader's approval or disapproval of the group actions

   c. The personalities of the group members

   d. The size and permanence of the group

4. Which, if any, of the following is true of conformity to group norms?

a. The more that a leader helps group members to satisfy their needs, the more they resent his help.

b. Members are more willing to follow the leader's suggestions when they can satisfy his needs.

c. The more a leader helps group members to achieve their needs, the greater will be their acceptance of him.

d. None of the above

---

5. Which of the following illustrates a negative consequence of conformity?

a. Building up of rigidity in the system

b. Inability to rapidly devise new solutions

c. Inability to quickly adjust to new demands

d. All of the above

Now, check your answers on page 22.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. c
2. d
3. a
4. c
5. d

If all your answers are correct, go to Summary 3 on page 31. If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Group Approval and Disapproval in Enforcing Conformity

1 The effectiveness of group approval or disapproval depends on whether or not the needs of group members are being satisfied.

You should assess the effectiveness of group approval and disapproval control by:

- a. Finding out the extent to which the needs of group members are being satisfied
- b. Determining the number of individuals completely content within the group
- c. Measuring punishment
- d. Checking group turnover

---

2 Group approval or disapproval as a means of enforcing conformity to standards is highly EFFECTIVE when:

- a. The group successfully fulfills members' needs.
- b. The group is the only source of need satisfaction.

3 Group approval or disapproval as a means of enforcing conformity to standards is INEFFECTIVE when:

a. The group has been unsatisfactory in satisfying needs--members do not consider loss of membership an undue hardship.

b. Alternate groups exist which will accept the members and offer an opportunity for satisfaction.

c. There are constraints against leaving--members are compelled to stay, but also feel an obligation toward their leader.

d. Much solidarity exists.

---

4 Plebe Jones dislikes being away from his hometown. In addition to missing his relatives and his girl friend, he moans about the Annapolis weather compared to the Miami sunshine.

Plebe Jones probably will experience difficulty in conforming to Academy standards because:

a. He is planning on leaving soon anyway, and also likes to complain.

b. He does not yet value the group as a major source of need satisfaction.

c. Everyone will feel sorry for him rather than making him feel at home.

d. His Minnesota classmates will reject him.

5 Midshipman Davis a member of the plebe tennis team was an excellent tennis player. Youngster year he decided that he wanted to devote more time to other activities. The tennis teams' attitudes toward his decision were affected by the fact that:

a. The standards are ambiguous.

b. There are no constraints against leaving to fulfill needs elsewhere.

c. Midshipman Davis has shown himself to be a negative leader.

d. A "drop-out" loses respect.

---

6 Approval and disapproval are most effective as a means of enforcing conformity when:

a. The group is the ONLY source of need satisfaction for its members.

b. The group is successfully fulfilling the needs of its members.

c. Both of the above

d. None of the above

7 There are a number of ways that the junior officer can rely on the positive and negative feeling of a group to maintain standards and promote official aims. However his major concern should be with promoting SATISFACTION. Therefore, one could assume that;

a. Satisfied subordinates are likely to be willing workers.

b. Satisfied subordinates are less likely to require constant supervision.

c. Satisfied subordinates rarely require punishment.

d. All of the above

---

8 Obviously, the use of approval and disapproval to maintain conformity has its positive function. But it can also have a negative one.

Group disapproval and approval:

a. Are useful tools for the leader

b. Can be both positive and negative

c. Both of the above

d. None of the above

9 Conformity performs a negative function from time to time. It may establish a pattern that doesn't seem to work in the present situation but no alternative appears available because the men have lost their creativity. They can't think of a new solution. Thus there are times when conformity is said to THWART CREATIVITY.

a. Creativity and conformity never mix.

b. Conformity always will destroy creativity.

c. Conformity may tend to reduce creativity.

d. Creativity destroys conformity.

10 The more the leader helps his group members achieve their needs (reinforcers), the greater will be the members' acceptance of him.

Here, "ACCEPTANCE" means:

a. Group members' flexibility and tolerance

b. Group members' willingness to follow suggestions and conform to standards of work and conduct

c. The more apathetic group members become and hence more pliable

d. None of the above

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Group Approval and Disapproval in Enforcing Conformity

Answer the following questions as directed in your Student Guide.

---

1. Which one of the following best describes a determiner of effectiveness of group approval or disapproval?

   a. The personalities of the group members

   b. The size and permanence of the group

   c. Whether or not the needs of your group members are being satisfied by your group

   d. Leader's approval or disapproval of the group actions

---

2. Which of the following factors affect the degree to which members conform to group norms?

   a. Approval and disapproval by other group members

   b. High degree of attraction to the group

   c. Both of the above

   d. None of the above

---

3. Which, if any, of the following is true of conformity to group norms?

   a. The more that a leader helps group members to satisfy their needs, the more they resent his help.

   b. The more a leader helps group members to achieve their needs, the greater will be their acceptance of him.

   c. Members are more willing to follow the leader's suggestions when they can satisfy his needs.

   d. None of the above

4. Which one of the following is not a factor which affects the degree to which members conform to group norms?

a. A need to be liked and accepted

b. A belief that the group is right

c. Satisfaction with the group and its goals

d. A belief that you should avoid discussing personal matters.

5. Which of the following illustrates a negative consequence of conformity?

a. Inability to quickly adjust to new demands

b. Building up of rigidity in the system

c. Inability to rapidly devise new solutions

d. All of the above

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 2

1. c
2. c
3. b
4. d
5. d

Now, go to Summary 3 on the next page.

Summary 3

Changing or Establishing New Group Norms

Since we have discussed group norms, the factors affecting conformity, and the function of group pressure in approving or disapproving these norms, let us now consider CHANGING these norms.

There are seven common ways of changing these norms which the Junior Officer should be able to use. Let us briefly examine these.

Differential Reinforcement

This is part of the reward system. Many unwanted norms can be eliminated by REINFORCING ONLY THOSE RESPONSES IN THE GROUP WHICH ARE TO BE STRENGTHENED. In this manner, desired behavior is reinforced--unwanted behavior is extinguished. For example, the Midshipman who takes up athletics and becomes conscious of his endurance level may give up smoking. Thus, through differential reinforcement, the unwanted behavior disappears. Extra leave time for desirable behavior exceeding standards is another example.

New Environment or Separation

A change of scene can also eliminate some unwanted group norms. The junior officer may have observed that the group is not sharing tasks equally--some members have been loafing. A change in leadership techniques may alter the environment such as personal supervision in the work area or specific assignments to individuals rather than general ones to the group.

Conflict Resolution

Another means of changing group norms is called conflict resolution. Here, unwanted group behaviors are identified and then openly discussed and dealt with as objectively as possible--the aim being to solve the underlying problems which resulted in nonconformity. Sometimes the junior officer needs to identify the CAUSE of a defiant or aggressive behavior as well as the symptom, and bring it out in the open--thus everyone cooperates in resolving both the problem and the cause.

Redirected Effort

This means TRY AGAIN--but this time in a different way. New situational or task demands can require the group to change its attitudes and adopt new norms consistent with the requirements of the situation. This can be visualized from the viewpoint of a newly commissioned officer making practical application of the principles learned in school. The effort at school may have been directed toward qualification for commissioning--the practical application effort is a redirecting toward problem solving.

Triadic Confrontation

In this method, the leader selects two compatible group members and interviews them at the same time. One of these members closely approximates the standard or norm the leader wishes to establish. The other member does not meet that norm, but he values the opinion and status of the other member. The leader carefully reinforces the acceptable comments of the member displaying negative norms and ignores the unacceptable. No punishment ever follows this kind of interview situation. Its difference, from the standard interview technique, however, is not so much from its reinforcement-extinction pattern, but its reliance on the third party. This third party insures that the new attitude or mode of behavior pressed upon the individual displaying unwanted norms will not be forgotten nor cause him to fall from favor within the group. Triadic confrontation situations--or these confrontations on a larger scale with the entire group at one time--tend to develop the change as a new norm which is finally reinforced by the group.

Personal Example or Role Model

Yet another method for changing group norms is presented when the leader provides a personal example with his conduct and performance. Often, through personal example, a leader can bring about change without issuing a single order or any other form of verbal communication.

Passage of Time

Time--hours, days, or months--may dissipate the problem. As members of the group at the Academy depart--as the upperclassmen graduate--new members are introduced. Group interaction--group pressure--causes the nonconformists to be overshadowed by the conformists. Behavior patterns which are not reinforced tend to disappear with time. If this method were used exclusively, it would be a rather passive laissez-faire leadership method of dealing with problems. Waiting for time to pass is NOT an appealing approach to active and energetic leaders who like to deal directly with challenges.

This is the end of Summary 3. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 3

Changing or Establishing New Group Norms

Answer the following questions as directed in your Student Guide.

1. Which one of the following should you avoid as a method for changing group norms?

   a. Changing the environment or tasks

   b. Relying on non-reinforcement of the unwanted behavior

   c. Keeping leadership techniques constant

   d. Having a gripe session to discover the cause of the unwanted behavior

2. Which one of the following best defines TRIADIC CONFRONTATION?

   a. Changing group norms through the use of negative reinforcement

   b. Using positive and negative reinforcement in a small group to change group norms

   c. Allowing groups of three individuals among your subordinates to establish norms for the group

   d. Confronting three of your subordinates with the responsibility for deviant behaviors of your group

3. Which one of the following means to be used for changing group norms is least appealing to the energetic, aggressive leader?

a. Conflict resolution

b. Triadic-confrontation

c. Role-model

d. Passage of time

---

4. The more a leader helps his subordinates to satisfy their needs--assists them and provides reinforcers--the more firmly the subordinates will support their leader. Select the statement below that best summarizes this thought.

a. The leader must always reinforce the behavior patterns of his subordinates in order to be effective.

b. Satisfaction is the key to achieving conformity.

c. The needs of members are important, but they never play a major role in group dynamics.

d. The leader must always assist his group members to accomplish their official aims.

Now, check your answers on page 38.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. b
3. d
4. b

If all your answers are correct, you have completed Part Three, Segment IV. If you missed one or more answers, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

Changing or Establishing New Group Norms

1 There are seven major ways that a Junior Officer needs to know in order to change or establish new group norms.

Select one:

a. The junior officer does not need to know how to change group norms--just how to recognize them.

b. The junior officer is the only individual concerned with changing group norms. These ways of change rarely apply to higher military ranks, and never within the civilian business establishment.

c. Knowing how to change or establish new group norms is a guaranteed way to success--everything else is secondary in importance.

d. Knowing how to change or establish new group norms is extremely helpful to the junior officer. There are seven major ways that he might find especially useful throughout his career.

---

2 One means of eliminating unwanted norms is to reinforce only those responses in the group which are to be strengthened. In this manner, desired behavior is reinforced and unwanted behavior is extinguished.

DIFFERENTIAL REINFORCEMENT means:

a. Reward where it is warranted; ignore or punish unwanted attitudes and behavior patterns.

b. Reinforce your official aims with the threat of punishment to ensure reaction.

c. Unwanted behavior of any kind disappears.

d. Always praise and never punish.

3 Another means of changing group norms is through varying the environment. A tendency may have developed for a few members to slide out from under the work load and leave others to do more than a reasonable share. A change in leadership techniques may alter the environment. One change might be offering closer supervision--through physical presence--in the work area as well as specific assignments of tasks to individuals. Each, rather than the group, would be responsible for completion of the task.

There are many ways you can adjust the environment.

You can change the environment:

a. By altering your leadership techniques

b. By transferring everybody to dispose of the problem

c. By offering close supervision only

d. Only through assigning tasks to individuals

4 Redirected effort is similar to changing the environment because it involves presenting new situations or new tasks. It may also include a change of method. This way of changing group norms encourages, not forces, the group to change its attitudes, adopt new norms. You can understand this better by considering a newly commissioned officer making practical application of the principles learned in school. The effort at school may have been directed toward qualification for commissioning--the practical application effort is redirecting toward problem solving.

Redirected effort is:

a. A way to change norms through a new situation, a new task, or a new method

b. Exactly the same as a new situation or environment in terms of ways to change group norms

c. Turning theory into practice

d. The best way to change group norms

5 Triadic confrontation is the title given to still another method of changing group norms. It is a multiple interview situation--the usual number of participants is three. The leader selects two compatible group members--and sets up an interview. One of these members closely approximates the standard or norm the leader wishes to establish. The other member does not meet that norm, but values the opinion and status of the first member. The leader personally participates in the interview and tries to reinforce positive responses and ignore the unacceptable ones. There is no punishment threatened.

Triadic confrontation is:

a. An argument, usually among three group members

b. An interview given by the leader to any three group members one-by-one

c. A group interview usually involving only three people that is carefully designed to achieve the particular aims of the leader in changing attitudes or modes of behavior through reinforcement

d. A confrontation among three people who represent three distinct and different viewpoints in an effort to reach a compromise

6 Using a PRIVATE interview to change norms may be ineffective, so the TRIADIC CONFRONTATION technique, a multiple interview, is often more effective. Remember that a person may be persuaded to change while in the privacy of an interview with his leader, but when he returns to his old environment, conformity to the old pressures may be so influential that he reverts to his unwanted attitudes. If he exhibits any changed behavior stemming from the interview and deviant from group norms, he will be pressed by other group members to conform to them once more. If he fears a loss of position with his peers, he will probably yield to their pressure--revert to old patterns. On the other hand, triadic confrontation situations or confrontation with the entire group at one time tends to DEVELOP the change as a new norm which can then be mutually reinforced by the group.

This technique is especially useful because:

a. The third person in the interview, selected because of his attitudes or behavior patterns resembling those of the norms the leader wishes to establish can lend the other group member support and credibility to withstand group pressure.

b. The third person in the interview means that one more individual interview has been avoided and time saved.

c. It does not appear to reflect on any one individual.

d. It permits and encourages rapid change.

7 Another means of changing group norms is called CONFLICT RESOLUTION. Here, unwanted group behaviors are identified and openly discussed and dealt with as objectively as possible. The aim of this technique, of course, is to solve underlying problems which caused the nonconformity or problems at the beginning.

Conflict resolution is:

a. An informal discussion carried on at the request of the Junior Officer

b. An open discussion focusing on the underlying problems and dealt with as objectively as possible

c. A technique where unwanted group behaviors are identified and the leader reprimands the group as gently as possible

d. An attempt to resolve conflicts as quietly as possible and avoid all confrontation

---

8 Still another way of changing or establishing new group norms is almost exclusively dependent upon the leader. This is because the leader sets himself up as a role-model through PERSONAL EXAMPLE. Often when a leader sets a personal example with his conduct and performance, he can bring about changes without issuing a single order or any other form of verbal communication.

PERSONAL EXAMPLE is:

a. An ineffective method for most leaders

b. Almost impossible to achieve

c. Especially effective because it is not dependent upon orders nor verbal communication

d. Suitable only for older officers with considerable experience and confidence

9 Finally, there is another means by which group norms can be changed--PASSAGE OF TIME which may dissipate the problem. You have observed this in operation when the upperclassmen interact with the underclassmen at the Academy. With time, there is a change of behavior patterns developing from that interaction. This can occur any time new members of your group interact with newer members. As previous members depart--the upperclassmen graduate--new members are introduced. Group interaction--group pressure--causes the nonconformists to be overshadowed by the conformists. Behavior patterns which are not reinforced tend to vanish with time.

PASSAGE OF TIME is:

a. A method, although not a quick one, of changing or establishing new group norms

b. A result of group interaction

c. Requires no action from the leader and thus is especially helpful for the busiest ones

d. Always the best method of changing or establishing new group norms

10 The PASSAGE OF TIME method of changing group norms is NOT an appealing approach to active and energetic leaders who like to deal directly with challenges. Obviously it is a rather passive, laissez-faire leadership method of dealing with problems and should be not relied upon exclusively.

Energetic leaders:

a. Appreciate the passage of time method the most

b. Like a time-consuming approach

c. Always prefer confrontation

d. Consider as many methods as possible before selecting their approach to changing or establishing new group norms

$\boxed{11}$ Consider the situation which faces the division officer whose men consistently miss the last liberty boat and are over-leave. They are noted for being late returning from liberty--it's their only claim to fame. The leader knows that nonconformity is frequently expressed as defiance or aggression. These expressions are actually responses to grievances that have not been adequately responded to by the group or by the leader. If the division officer decides that he needs to identify the cause of the behavior, bring it out in the open with his men, and obtain their cooperation in resolving both the problem and the cause, he would probably use what method?

a. Redirected effort

b. Triadic confrontation

c. Personal example

d. Conflict-resolution

$\boxed{12}$ MIDN Lewis has just gotten his grades from the Academy. Disappointed, he decides to try a new approach for the coming term. He sets himself a rigid study hour schedule and specifies a certain amount of this time to be spent in the library rather than his room. He also moves his furniture to provide a more personally comfortable study area.

MIDN Lewis is attempting to change his ways. You might call this an attempt at:

a. Personal example

b. Redirected effort

c. Conformity thwarting creativity

d. None of the above

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Changing or Establishing New Group Norms

Answer the following questions as directed in your Student Guide.

---

1. Which one of the following best defines TRIADIC CONFRONTATION?

   a. Using positive and negative reinforcement in a small group to change group norms

   b. Changing group norms through the use of negative reinforcement

   c. Confronting three of your subordinates with the responsibility for deviant behaviors of your group

   d. Allowing groups of three individuals among your subordinates to establish norms for the group

---

2. Which one of the following should you avoid as a method for changing group norms?

   a. Having a gripe session to discover the cause of the unwanted behavior

   b. Keeping leadership techniques constant

   c. Relying on non-reinforcement of the unwanted behavior

   d. Changing the environment or tasks

3. The more a leader helps his subordinates to satisfy their needs--assists them and provides reinforcers--the more firmly the subordinates will support their leader. Select the statement below that best summarizes this thought.

a. Satisfaction is the key to achieving conformity.

b. The needs of members are important, but they never play a major role in group dynamics.

c. The leader must always reinforce the behavior patterns of his subordinates in order to be effective.

d. The leader must always assist his group members to accomplish their official aims.

---

4. Which one of the following means to be used for changing group norms is least appealing to the energetic, aggressive leader?

a. Role-model

b. Conflict resolution

c. Passage of time

d. Triadic-confrontation

Now, check your answers on page 52.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. a
2. b
3. a
4. c

You have now completed Part Three, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment IV
Conformity as a Factor of Group Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

PROGRESS CHECK

Question 1.

MIDN LT Burns commanded the 9th Company of the Brigade. Although the 9th Company was not the top company in the Brigade, its performance was generally rated excellent.

The company was constantly seeking improvement. One midshipman tutored his classmates in French whenever someone expressed the need for this assistance. Others exchanged their tutorial services for help in overcoming their own academic problems. One fourthclassman complained one night that no one would leave him alone because his grades in math were falling. "I can't walk down the corridor without someone asking me if I've done my homework," he moaned to MIDN LT Burns.

The company formed a softball team in the spring. Former varsity baseball players who were not eligible to play varsity ball volunteered to coach. Special attention was given to the weaker players so that the company could field a team with good all-around capabilities.

(continued)

Question 1. (continued)

Select the statement which describes the group norms which exist in the 9th Company.

a. The men are constantly seeking to compete with each other, and are attempting to attain a better reputation among the other companies.

b. The men are attempting to resolve all interpersonal conflicts, so long as the Company's organizational goals are not endangered.

c. The men subscribe to the belief that a laissez-faire attitude is the best approach to discipline and increased performance within their company.

d. The men are interested in performing all their activities in a better way, and each man desires to help any company member who is in need of assistance.

Question 2.

LT Morgan and his men had been assigned many combat missions. When they returned from each mission, Morgan would hold a critique to point out the best performances that had occurred and to discuss possible improvements.

LT Morgan received a message to report to Division HQ for two weeks. He was instructed to temporarily turn his command over to MSGT Milham. LT Morgan left his unit, confident that they would perform normally during his absence.

From the following choices, select the statement that best describes the probable effect on the existing norm in LT Morgan's unit.

a. The men will resent having to follow MSGT Milham's orders.

b. LT Morgan has been strict with his men and knows that the fear of punishment is enough to keep them in line until he returns.

c. LT Morgan had permitted his men to be lax in unimportant situations. By allowing these favors, LT Morgan believes the men will perform obediently, for his sake, until he returns.

d. LT Morgan consistently emphasized the activities of the group to provide solidarity and cohesiveness. Thus, he knew that during his absence, the group would still maintain high standards of organization.

Question 3.

ENS Bass' division enjoyed amicable leader-subordinate relations. Although all the CPOs involved themselves in personal relationships with the seamen, they were able to separate these involvements from their professional duties. The seamen understood the necessity for this, and felt that they should not make it difficult for the CPOs by misusing their good relations to unfair advantage.

Petty Officer Gongwer was promoted to CPO on April 1st. Prior to his promotion, the men, especially the other petty officers, had no great affection for Gongwer. After his promotion, CPO Gongwer often gave better work assignments to the petty officers in his previous group.

Select the statement which explains the reason for CPO Gongwer's deviant behavior (i.e., granting favorable treatment to certain selected individuals).

a. CPO Gongwer wanted to be accepted and liked by the petty officers.

b. CPO Gongwer disapproved of the existing relationships within the section.

c. CPO Gongwer wanted to be accepted and liked by the petty officers.

d. CPO Gongwer felt that the group did not provide enough rewards to motivate the men.

Question 4.

It was unofficial routine in the wardroom mess aboard an LPH in the Seventh Fleet for the stewards to serve popcorn, soft drinks and small frozen pizzas during the nightly movie. After an unusually long and exciting movie one night, the wardroom required an hours labor to return it to a respectable condition. The next day a notice appeared in the POD that no more items would be sold in the wardroom during the movie. Several junior officers got permission from their department head and went to see the Executive Officer to request a reconsideration of the decision.

Select the statement that correctly describes the probable cause of the small group's deviant behavior from that of the remainder of the wardroom officer's quiet compliance.

a. Group behavior reflects the organization level norm.

b. Group opposition to an unpopular organization level decision provides a means for improving group solidarity on nearly all occasions.

c. By voicing opposition to the unpopular organization level decision, the men in the small group felt that they were increasing their acceptance and popularity with the wardroom junior officers.

d. Opposition to an organization level decision is acceptable on the group level if the men are convinced that they are right.

Question 5.

Marine 2-LT Rowan commanded a special artillery unit which provided close support for infantry troops conducting an extended search and destroy operation. After the first month 2-LT Rowan noticed an alarming lack of "esprit de corps" and very low morale among the men. Many of the men complained openly to 2-LT Rowan that they were receiving little if any recognition for their support of the operation.

From the following choices, select the statement that correctly describes what 2-LT Rowan should consider in order to correct the situation.

a. 2-LT Rowan should consider the problem a disciplinary matter, and use punishment methods to improve the situation.

b. 2-LT Rowan should consider whether or not the men's needs are being satisfied.

c. 2-LT Rowan should thoroughly evaluate the performance of each man and then consider the possibility of a few men not fulfilling their obligations to the unit.

d. Both a and c above

Question 6.

1-LT Grady was assigned to capture and secure objectives A, B, and C, in that sequence. LT Grady had been trained to strictly obey orders. Grady conformed to the orders and did not secure objective C before A and B. He accomplished his mission, but it took much longer than anticipated. If he had taken objective C before objective B, it probably would have taken less time. 1-LT Grady's Commanding Officer was not pleased with the performance.

From the following statements, select the probable reason for 1-LT Grady not changing the sequence in which he took his assigned objectives based on the effect of conformity on creativity.

a. LT Grady did not understand the orders issued by his commander.

b. LT Grady performed the mission according to orders, even though modification in the arranged sequence would have improved mission accomplishment.

c. LT Grady lacked organization and direction in handling his men. Compliance with orders was automatic and correct.

d. LT Grady ordered his men into combat and performed the mission in the prescribed manner.

Question 7.

The USS Anne Arundel County (LST-840) was assigned duty in Vietnam. Although the LST was performing its mission, she had not won an "E" since her assignment, and morale was low.

LT James was assigned as the new CO on the LST and was determined to win an "E." He assembled all the CPOs and informed them that they were capable of winning an "E" and should direct their efforts toward that end.

From the following choices, select the statement which correctly describes the appropriate method for establishing a new norm aboard the LST.

a. Make new situational or task demands which require the group to change attitudes and adopt new norms consistent with the requirements of the situation.

b. Recognize any undesirable group behavior and bring it out and into the open where it can be dealt with objectively.

c. Reinforce only the responses in the group that will eliminate unwanted behavior.

d. Reinforce responses indiscriminately to encourage individuals in the group and make them more self-reliant and confident.

Question 8.

Weapons training and tactical operations have long been major subjects for training in the Marine Corps. The Marines at Naval Station Guantanamo Bay, prior to the change of government in Cuba, like most other Marines, stoically underwent the required training and tactical exercises with no more than the usual gripes about the heat and insects.

During and following the civil strife accompanying the change of government, Marine commanders at every level on the base noted a dramatic, almost overnight, change in the men's attitude toward training. Teamwork, cooperation, and concern for "doing it right" spread through every Marine activity, not only among those who might have to face the initial hostile action. Members of various groups even began "policing" the other members of their group when minor errors were made. All hands were genuinely concerned with the security of the base and the accomplishment of their missions.

From the following choices, select the factor which led to the establishment of the new attitude and group norm.

a. Differential reinforcement
b. New environment
c. Conflict resolution
d. Triadic confrontation

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT IV

REMEDIATION TEXT Syndatic Text VOL - III-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Summary 1: Pages 1-3
2	d	Summary 1: Pages 1-3
3	a	Summary 2: Pages 17-18
4	c	Summary 2: Pages 17-18
5	b	Summary 3: Pages 31-34
6	b	Summary 2: Pages 17-18
7	a	Summary 3: Pages 31-34
8	b	Summary 3: Pages 31-34
9	☐	
10	☐	
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment V
Relation of the Individual to the Group

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"Think as you please but conform to the customs."*
>
> *Horace*

The individual's participation in the group causes him to have some role expectations connected with his participation. Such expectations, treated briefly in the last segment, are examined in more detail. The relationship among role position, role behavior, and role expectations is analyzed, and role strain and role conflict are explained.

Group performance is achieved by each group member's fulfilling his role expectations, which often require him to interact with other group members. This concert of action requires communication among group members. Researchers examining various group communication patterns have determined the effectiveness of the patterns as well as the effect of the use of such pattern on group members. Several of these group communications patterns are examined to acquaint the leader with the effects of these methods on mission accomplishment and group member morale.

RELATION OF THE INDIVIDUAL TO THE GROUP

Summary 1

Role Position, Role Behavior, and Role Expectations

Members of a society are categorized into "positions" which reflect or are related to the needs of that society. Age, sex, occupation and social status all affect an individual's usefulness to society and therefore are most often used to categorize individuals into positions.

Sociologists define a "position" as a category of persons occupying a place within a social relationship. Consensus about the existence of a category may range from two people to the whole of society. The whole of society agrees about positions associated with age and sex. Occupations which require a wide interaction with others outside the occupation also have a wide consensus regarding them.

Once categorized, the person in a given position is said to occupy a role position. Closely related to this concept is that of role behavior. This concept describes the actual behavior of an individual relevant to the position he is occupying at a given time. This behavior may or may not conform to the behavior which is expected of him in that role.

Role expectations, on the other hand, represent how an individual occupying a position is expected to behave. They are tied to norms or standards which prescribe a range of actions for the individual occupying a given role in a social structure. Particular individuals, however, may deviate from these expectations in two possible ways:

1. They may fail to display the behavior that is normally associated with the role.

2. They may introduce behavior that is not normally associated with the role.

Although the individual who deviates from expectations may incur censure, the way in which the role is perceived by society is not changed. On the whole, censure becomes internalized by the individual so that transgressions of expected or obligatory behavior are accompanied by feelings of guilt. Depending on the situation, a rather wide range of behavior is permissible in some cases although not in others.

Extremely relevant to role position and role expectations is the social system in which people function. Within a system, every social role has others to which it is related; every position has a counterposition associated with it. Persons occupying a position and its counterposition are known as role partners. Some well-known role partners are mother and child, teacher and student, and leader and subordinate.

Role partners have certain expectations regarding each other's behavior. These expectations imply that the obligations of one partner become the rights and privileges of the other, and vice versa. This relationship between role partners becomes a source of what is termed role strain when the rights associated with a position are not rewarding enough to motivate the occupant of that position to carry out his obligations.

This is the end of Summary 1. Now, take Summary Pre-Quiz 1 on the following page.

Summary Pre-Quiz 1

Role Position, Role Behavior, and Role Expectations

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following statements correctly describes role position?

   a. Role position applies to the behavior one exhibits.

   b. Role position applies to a category of persons occupying a place within a social relationship.

   c. Role position applies to the behavior one is expected to exhibit.

   d. Role position applies to the place a person holds because of certain behavior.

---

2. Select the statement which correctly defines role behavior.

   a. The behavior of an individual that is relevant to the position he is occupying at a given time

   b. The behavior exhibited by an individual

   c. Behavior which is shared with others playing the same role

   d. Behavior a person is expected to exhibit because of his position

3. Match the following.

   a. Role position

   b. Role expectations

   c. Role behavior

   1) Behavior which is tied to norms or standards which prescribe a range of actions for the individual occupying a given role

   2) A category of persons occupying a place within a social relationship

   3) The behavior of an individual which is relevant to the position he is occupying at a given time

---

4. The Commanding Officer of the Marksmanship Training Unit at Quantico works hard to train the best shooters in the Marine Corps so that they may participate in national and international competition.

   Match the following.

   a. Role expectations

   b. Role behavior

   c. Role position

   1) The commanding officer is a marksmanship instructor.

   2) The officer explains the principles of marksmanship and demonstrates techniques on the firing line.

   3) The officer shows proficiency and expertise both while explaining and when actually demonstrating on the firing line.

5. Match the following.

- a. Obligations of a football coach
- b. Rights of a football coach
- c. Obligations of a football player
- d. Rights of a football player

- 1) Devising the best offense and defense to use against opposing teams
- 2) Learning all assignments and following training rules to stay in the best condition
- 3) Expecting a good plan of offense and defense to use against the opposing team
- 4) Expecting all assignments to be learned and all training rules to be followed

6. Which are the leader's role partners in situations when he behaves as a leader?

- a. His peers
- b. His subordinates
- c. His friends
- d. His family

Now, check your answers on page 8.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. a
3. a-2, b-1, c-3
4. a-3, b-2, c-1
5. a-1, b-4, c-2, d-3
6. b

If all of your answers are correct, go to page 19 and read Summary 2. If you missed one or more questions, go to the next page and read the Detailed Summary.

Detailed Summary 1

Role Position, Role Behavior, and Role Expectations

Members of a society categorize individuals into "positions" which reflect or are related to the needs of that society. Thus, for example, family systems have a position occupied by a person referred to as "mother." Since age, sex, occupation, and social status are all basic differences which are of importance to the satisfaction of the needs of society, they are factors which are most often used to categorize individuals into role positions.

A "position," then, may be defined as a category of persons within a social relationship. For example, within the social relationship of the armed forces, commissioned officers would form such a category. The commanding officer of a unit, ship, or organization occupies a distinct position, different from that of a staff officer. Before a category can be properly described as a "position," there must be a consensus of at least two people about the definition of that category. On the other hand, some categories, such as those positions associated with age and sex, are generally perceived in the same way by all members of a society--for example, "small boy," "young woman," and "old man." Occupations which require a wide interaction with others outside of the occupation, such as barber, lawyer, taxi driver, are also positions defined by widely shared perceptions within a culture.

Clearly, within a culture, a particular position may be occupied by different people at different times. (The position of Brigade Commander, for example, is held by three different midshipmen each year.) Conversely, each person's position may change from time to time (just as, for example, a midshipman's position changes from plebe to youngster). In addition, an individual holds several positions at once, such as that of father, husband, naval officer, etc.

Closely associated to the concept of "position" is that of role behavior. This is the behavior of an individual that is relevant to the position he is occupying at a given time. This behavior may or may not conform to the behavior which is expected of him. Consider the case of a captain who communicates his orders poorly. The communication of orders is relevant to his role; hence, it is role behavior. However, this behavior does not conform to the expectation that a captain should communicate orders clearly. In short, the concept of role behavior is a descriptive one.

Role expectations, on the other hand, represent how an individual occupying a position is expected to behave. They are tied to norms or standards which prescribe a range of actions which are permissible, expected, or obligatory in the individual occupying a given position in a social structure. This range of actions is most often prescribed by society only tacitly.

In highly structured organizations such as the armed forces, however, obligations and expectations are clearly outlined in manuals. The role expectations of the midshipmen leaders from the brigade staff down through the squad leader are outlined in USNA Regulations. Although the individual working within a prescribed range selects behaviors and plays his role in a manner integral to his personality, the expectations associated with a role are inherent ~~in~~ the role and are not personal. Particular individuals, however, may deviate markedly in their actual behavior from these expectations. Departures from expectations may take two forms:

1. Failure to display behavior that is normally associated with the role, as in the case of the captain who has poor communication skills.
2. Introduction of behavior that is not normally associated with the role; for example, an assistant navigator interrupts a basketball practice session to correct the players.

Although the individual manifesting such departures from expected behavior may incur censure, nevertheless, the integrity of the role as it is perceived by society is not affected by such departures from norms. The Captain is still the Captain and the Assistant Navigator is still the Assistant Navigator, even though they exhibit behavior not consistent with expectations.

Society very often enforces behavioral norms through a process of socialization. This is an interactional process whereby a person's behavior is modified to conform with the expectations held by members of the group to which he belongs and which has expressed disapproval of his behavior. The effect of such censure upon the individual is not only to make him aware of his violations of expected or obligatory behavior, but also to develop feelings of guilt for his transgressions. Depending on the position or situation, however, a rather wide range of conduct is permissible in some cases, while not in others. For example, on a military post, all military personnel are expected to exchange salutes. On the battlefield, however, in sight of the enemy, a salute may even be forbidden.

The social system itself determines role expectations. Every social role has others to which it is related, and together, related social roles make up a system within which persons interact. The best known social system is perhaps the family.

If we examine social systems, we see that within a system every position has a counterposition associated with it. Persons occupying a position and a counterposition are known as role partners. The mother's role partner is her child, the doctor's is his patient, the leader's is his subordinate, and so on. Role partners are expected to behave in certain ways towards each other. What are the obligations of one become the rights and privileges of the other, and vice versa. In many cases it is the division officer's obligation to make recommendations for promotions and rewards for his subordinates. From the subordinate's point of view, these obligations are his (the subordinate's) rights and privileges. Conversely, it is the subordinate's obligation to carry out his division officer's orders and to show loyalty towards him. The division officer considers it his right to expect such behavior from his men.

In the following pages we shall see that this relationship between role partners is potentially one of the sources of role strain. Strain may arise when the rights associated with a position are not sufficiently rewarding to motivate the occupant of that position to carry out his obligations.

This is the end of Detailed Summary 1. Now, turn to the next page and take Summary Post-Quiz 1.

Summary Post-Quiz 1

Role Position, Role Behavior, and Role Expectations

Answer the following questions as indicated in your Student Guide.

1. Which of the following statements correctly describes role position?

   a. Role position applies to the behavior one exhibits.

   b. Role position applies to the place a person holds because of certain behavior.

   c. Role position applies to a category of persons occupying a place within a social relationship.

   d. Role position applies to the behavior one is expected to exhibit.

2. Which are the leader's role partners in situations when he behaves as a leader?

   a. His friends

   b. His subordinates

   c. His family

   d. His peers

3. Match the following.

   a. Rights of a football coach

   b. Obligations of a football player

   c. Rights of a football player

   d. Obligations of a football coach

   1) Devising the best offense and defense to use against opposing teams

   2) Expecting all assignments to be learned and all training rules to be followed

   3) Expecting a good plan of offense and defense to use against the opposing team

   4) Learning all assignments and following training rules to stay in the best condition

---

4. Select the statement which correctly defines role behavior.

   a. The behavior of an individual that is relevant to the position he is occupying at a given time

   b. The behavior exhibited by an individual

   c. Behavior which is shared with others playing the same role

   d. Behavior a person is expected to exhibit because of his position

5. Match the following.

a. Role position
b. Role behavior
c. Role expectations

1) The behavior of an individual which is relevant to the position he is occupying at a given time

2) A category of persons occupying a place within a social relationship

3) Behavior which is tied to norms or standards which prescribe a range of actions for the individual occupying a given role

---

6. The Commanding Officer of the Marksmanship Training Unit at Quantico trains the best shooters in the Marine Corps so that they may participate in national and international competition.

Match the following.

a. Role expectations
b. Role behavior
c. Role position

1) The commanding officer is a marksmanship instructor.

2) The officer shows proficiency and expertise both while explaining and when actually demonstrating on the firing line.

3) The officer explains the principles of marksmanship and demonstrates techniques on the firing line.

Now, check your answers on page 18.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. c
2. b
3. a-2, b-4, c-3, d-1
4. a
5. a-2, b-1, c-3
6. a-2, b-3, c-1

Now, go to Summary 2 on the next page.

Summary 2

Role Strain

Role strain may be defined as a difficulty on the part of an individual in conforming to role expectations. The causes of role strain lie in both the nature of the social system and the nature of the individual. A primary source of role strain is conflicting or incompatible role expectations.

Another source of role strain is the situation resulting when a person occupies two roles simultaneously, and these roles are incompatible. This is defined as role conflict. The behaviors expected in a given role may be psychologically incompatible because they require the occupant of the role position to adopt conflicting behavioral predispositions or sets.

An individual is subject to a number of sets of expectations by virtue of the fact that he normally occupies a number of positions at any one time. Any of these sets of expectations may conflict with any other set.

Yet another source of role strain is a lack of clear definition of the behavior associated with a position, or lack of consensus regarding what kind of behavior is expected This is most often the case when a role is new or changing. There may be disagreement on:

1. Whether the behavior is expected or essential to the role

2. The situations to which a particular role behavior is applicable

3. The range of behavior expected for a given role

The fact that an individual occupies a number of positions at once is not only a source of role conflict, but also may result in what is termed role competition. Role competition arises when an individual cannot adequately honor the expectations of each of the positions he must occupy because of limitations of time, space, energy, skill, etc.

Role strain, which often results from certain characteristics of a social system, may stem also from the nature of the individual who occupies a given role. Individual attributes that facilitate or interfere with successful role enactment may be either personal qualities such as the individual's physical characteristics, abilities or skills. They may also include socially conferred attributes such as an academic degree, a license, or other evidence of certification.

Cultural factors may constitute another source of role strain. Strain may result where role expectations and ideology are at variance because society itself has failed to reconcile contradictory social and cultural values.

It should be obvious by now that any system has many conflicting expectations. Fortunately, methods have been devised for resolving some of these conflicts so as to minimize role strain and produce smoother interaction within the system.

The establishment of clear priorities is one way of resolving conflicting expectations. The participants in the system recognize that certain obligations take precedence over others, and thus set up priorities of role expectations. By adhering to these priorities, the individual finds it easier to decide on appropriate behavior.

Where, on the other hand, role strain is likely to result from lack of a skill necessary for carrying out expected behavior, obviously the best course is to prevent the occurrence of role strain. This may be done either by acquiring the necessary skills before assuming a position, or, if choice is possible, opting for a position which is better suited to one's skills and attributes.

This is the end of Summary 2. Now, take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Role Strain

Answer the following questions as indicated in your Student Guide.

---

1. In which is the main cause of role strain to be found?

   a. In the nature of the social system

   b. In the nature of the individual

   c. In the cultural system

   d. All of the above

---

2. To which situation is the term "role conflict" applied?

   a. An individual is confronted with role expectations which are conflicting, incompatible, or not clearly defined.

   b. An individual lacks the self-confidence necessary for assuming a new role.

   c. An individual does not conform to expectations associated with a new role category because these expectations conflict with his basic beliefs.

   d. An individual lacks the skills and attributes necessary for the successful performance of the role.

---

3. When does role competition result?

   a. When a person is unsure of all situations in which a particular role is applicable and gives up on doing anything

   b. When a person is required to exhibit several behaviors but cannot do so because of time and/or space constraints

   c. Both of the above

   d. None of the above

4. The Marine platoon leader, 2-LT Dixon, is given a combat order to take a heavily defended hill as quickly as possible, but at the same time he is told to advance very carefully because of the possibility of mines and booby traps.

Why might the lieutenant suffer role strain?

a. His role behavior is not clearly defined.

b. He is required to adopt opposite predispositions or psychological sets; hence, his role expectations are incompatible.

c. He cannot honor any role expectations because of time and space limitations.

d. His attitudes and needs conflict with role expectations.

---

5. LT Kimble, a junior officer assigned to the Destroyer School, has acquired many duties and obligations. Although he is primarily an instructor in marine engineering, he is also president of an elementary school PTA, a scout troop leader, a deacon in his church, a member of the board of directors for the Officers' Club and officer representative for the pistol team. There are times when the lieutenant is snowed under by all his commitments.

When this happens, how would he resolve the role strain arising from too many competing role expectations?

a. By acquiring the skills necessary for the positions he occupies

b. By opting for positions for which he is better suited

c. By following his pre-established system of priorities

Now check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. d
2. a
3. b
4. b
5. c

If all of your answers are correct, go to page 33 and read Summary 3. If you missed one or more questions, go to the next page and read the Detailed Summary.

Detailed Summary 2

Role Strain

Role behavior is not always in accordance with the behavior expected of the occupant of a position. Often, unfortunately, an individual does not conform to expected behavior because to do so would place too great a strain on him. Role strain, then, may be defined as an individual's difficulty in conforming to role expectations.

The causes of role strain lie both in the nature of the social system and the nature of the individual. A primary source of role strain is conflicting or incompatible role expectations. The term used to describe such a situation is role conflict. The behaviors expected in a given role may be psychologically incompatible because they require the occupant of the role to adopt opposite psychological sets. To illustrate this, on occasions a commanding officer is required to give counsel and be on generally friendly terms with his men. On the other hand, he must be authoritarian and maintain his distance from his subordinates when he issues orders.

An individual is subject to a number of sets of expectations by virtue of the fact that he normally occupies a number of positions at any one time. Any of these sets of expectations may conflict with the other. The Commanding Officer whose subordinate is a home town friend will have the problem of reconciling the behavior he should show towards him in the role of friend with the behavior he should show as a commander.

Generally, the more explicit and specific an expectation is, the easier it is to conform to it, and the more smoothly the system functions. When the behavior associated with a position is not clearly defined or there is lack of consensus regarding what kind of behavior is expected, role strain is likely to occur. This is most often the case when a role is new or changing. There may be disagreement on:

1. Whether the behavior is expected or essential
2. The situations in which a particular role behavior is applicable
3. The range of behavior expected for a given role

The following incident illustrates a lack of consensus about expected behavior.

> At the Officers' Club, ENS Love is invited by two of his senior officers to join them for a beer. Although both officers are of equal rank (lieutenants), they disagree on how an ensign should conduct himself on certain occasions. One believes that a definite social distance exists and that an ensign should always act accordingly, that is, in a formal, respectful manner. The other lieutenant believes that during off-duty hours, familiarity between officers of any rank is permissible. Being aware of their differing expectations, the ensign is at a loss to know how he should behave.

The fact that an individual occupies a number of positions at once is not only a source of role conflict, but also may result in what is termed role competition. Role competition arises when an individual cannot adequately honor the expectations of each of the positions he must occupy because of limitations of time, space, energy, etc. Any naval officer who is also a family man must experience this form of role strain. His role as a naval officer requires him to be away from home for many months at a time. On the other hand, his roles of husband and father make equally pressing demands on his time.

Role strain, which often results from certain characteristics of a social system, may stem also from the characteristics of the individual who occupies a given role. These causes of role strain may be classified as individual factors or personality factors. Either the individual is not suited to the role he is performing, or the role he is performing (however capably) is not suited to his needs. For example, an individual may lack the necessary skill or he may simply fail to have obtained the required certification. On the other hand, his self-concept may be at variance with the behavior expected for the role. A person who, in spite of the fact that he views himself as shy and reserved, has been appointed public affairs officer, is likely to experience role strain because his self-concept does not conform to the behavior he will be expected to show in such a position.

A final source of role strain is to be found in cultural factors. Strain may result where role expectations and ideology are at variance because society itself has failed to reconcile contradictory social and cultural values. In the military service, for example, military protocol seems to involve a denial of equality which runs counter to the strong emphasis placed on equality in American society. A subordinate who has not reconciled the nonegalitarian philosophy of the military hierarchy with the civilian world's emphasis on equality for all is likely to suffer role strain when he is expected to show deference to rank and authority. Often, this reconciliation takes place when the subordinate realizes that his position also carries certain rights and privileges of role partners.

It should be obvious by now that any system has many conflicting expectations. Fortunately, methods have been devised for resolving some of these conflicts so as to minimize role strain and produce smoother interaction within the system. The establishment of clear priorities is one way of resolving conflicting expectations. The participants in the system recognize that certain obligations take precedence over others and thus priorities of role expectations are set up. By adhering to these priorities, the individual finds it easier to decide on appropriate behavior. A good example of how priorities work is the case of a lieutenant who has a Monday deadline for completing an operational readiness report. In order to meet the deadline, he decides to sacrifice seeing the Army-Navy game on Saturday rather than disappoint his family by not being with them on Sunday. Clearly, the priorities set up are those of Navy first, family second, and last of all, personal interests.

Obviously, where role strain results from lack of certain skills necessary for carrying out role behavior, the best course is to prevent the occurrence of role strain. This may be done either by acquiring the necessary skills before assuming a position, or, if a choice is possible, opting for a position which is better suited to one's skills and attributes.

This is the end of Detailed Summary 2. Now, go to the next page and take Summary Post-Quiz 2.

Summary Post-Quiz 2

Role Strain

Answer the following questions as indicated in your Student Guide.

---

1. When does role competition result?

   a. When a person is required to exhibit several behaviors but cannot do so because of time and/or space constraints

   b. When a person is unsure of all situations in which a particular role is applicable and gives up on doing anything

   c. Both of the above

   d. None of the above

---

2. In which is the main cause of role strain to be found?

   a. The nature of the individual

   b. The cultural system

   c. The nature of the social system

   d. All of the above

---

3. To which situation is the term "role conflict" applied?

   a. An individual lacks the self-confidence necessary for assuming a new role.

   b. An individual does not conform to expectations associated with a new role category because these expectations conflict with his belief system.

   c. An individual lacks the skills and attributes necessary for the successful performance of the role.

   d. An individual is confronted with role expectations which are conflicting, incompatible, or not clearly defined.

4. LT Kimble, a junior officer assigned to the Destroyer School, has acquired many duties and obligations. Although he is primarily an instructor in marine engineering, he is also president of an elementary school PTA, a scout troop leader, a deacon in his church, a member of the board of directors for the Officers' Club, and officer representative for the pistol team. There are times when the lieutenant is snowed under by all his commitments.

When this happens, how might he best resolve the role strain arising from too many competing role expectations?

a. By opting for positions for which he is better suited

b. By following his pre-established system of priorities

c. By acquiring the skills necessary for the positions he occupies

---

5. The Marine platoon leader, 2-LT Dixon, is given a combat order to take a heavily defended hill as quickly as possible, but at the same time he is told to advance very carefully because of the possibility of mines and booby traps.

Why does the lieutenant suffer role strain?

a. His role behavior is not clearly defined.

b. He is required to adopt opposite predispositions or psychological sets; hence, his role expectations are incompatible.

c. His attitudes and needs conflict with role expectations.

d. He cannot honor any role expectations because of time and space limitations.

Now check your answers.

ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. d
3. d
4. b
5. b

Now, go to Summary 3 on the next page.

Summary 3

Communication Structures

The pattern formed by whatever channels of communication are permitted between individuals in a group is known as a communication structure. These may be ordered on a continuum ranging from free to restrictive.

A free communication structure is one in which each person is free to talk to anyone else in the group. The effect of a free structure on a group is that (1) group members are given more independence and (2) group members are generally satisfied.

A restrictive communication structure is one in which each group member can communicate with a central person but not directly with anyone else. The effect of a restrictive structure on a group is that (1) group members must rely on a central person for information, thereby increasing the power of that central person, (2) group members are generally dissatisfied, and (3) group members may become frustrated and alienated due to a total dependence on the central person.

The above generalizations are supported by the experimental research on pure communications systems done by Harold J. Leavitt.[1] These experiments involved four experimental groups. Each group represented a different type of communication structure.

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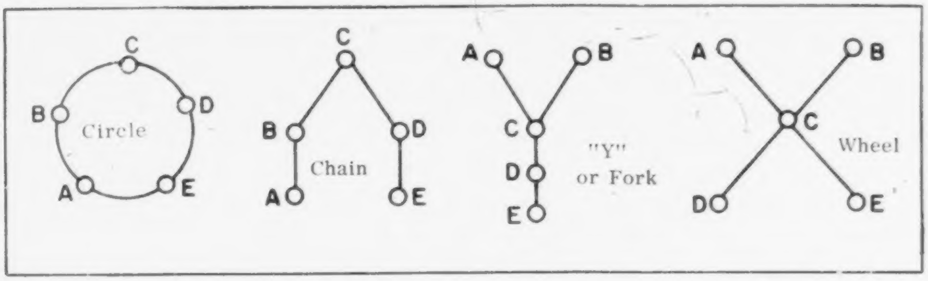
[1] Leavitt, Harold J. "Some Effects of Certain Communication Patterns on Group Performance." Journal of Abnormal and Social Psychology, 46 (1951), 38-50.



The group members were seated around a table. Each member was separated from the others by a partition containing a slot through which he could pass notes. Each member was given five symbols from a set of six. Only one symbol was held in common by the group. The task for the entire group was to discover as rapidly as possible which symbol it held in common. Communication between members of the group was restricted in the following ways:

In the circle, messages could be passed only to the persons on the right or left, not to those across the circle.

In the chain, messages could be passed in the same directions as in the circle, but without being able to complete the circuit.

In the Y, or fork, A, B, and D could communicate with C. E could communicate only with D.

In the wheel, members could communicate only with the central member.

The four structures, in addition to illustrating four degrees on a free communication-restrictive communication continuum, also represented different degrees of centrality, i.e., a clearly distinguishable central position.

Each group was given fifteen consecutive trials on one pattern. Thus, the groups were able to develop a plan of operation during the initial trials which increased their efficiency during later trials.

The following results were observed:

1. The wheel-patterned group was the most rapid in developing a plan of operation. Outer members sent information to the central member who determined the answer and sent it back to all members. This group was the fastest and most accurate. Only the central man was satisfied with his job.

2. The Y-patterned group, sometimes called the "FORK," adopted the same plan as the "WHEEL"; i.e., sending all information to the central member C who figured the solution and sent it out to the other members. Being less restricted, however, the "FORK" group was slower than the "WHEEL" group in arriving at their plan of operation.

3. In the chain pattern, the most centrally positioned member usually solved the problem, but occasionally different members acted as leaders.

4. In the circle, no consistent plan of action developed. Each member, after sending messages back and forth, was able to solve the problem for himself. Although this structure was the least efficient, the possibility of independent action resulted in the highest feelings of satisfaction even though the group was leaderless.

Leavitt concludes from these findings that whenever centrality (i.e., a restrictive communication pattern) limits independence of action of individual members of a group, those members who are not centrally located and who are consequently dependent on the central position (the leader) will be dissatisfied with their work. On the average, morale was lowest in the highly organized "WHEEL" where there was no communication among members except through a clearly recognized leader. However, there is no doubt that the most restrictive communication structure (i.e., one where a central leader is clearly recognized) is the most effective for getting a job done.

This is the end of Summary 3. Now, take Summary Pre-Quiz 3 on the following page.

Summary Pre-Quiz 3

Communication Structures

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly describes the effects of a free communication structure on group members' behavior?

   a. The lack of a leader leads to the satisfaction of the group members.

   b. Group members are generally dissatisfied because they are given too much independence.

   c. Group members are given more independence, and, as a result, are generally satisfied.

   d. Group members are generally dissatisfied because of a lack of clear responsibility.

   e. None of the above

---

2. Which statement correctly describes the effects of a restrictive communication structure on group members' behavior?

   a. The power of the central person increases because group members must rely on him for information.

   b. Group members are generally satisfied when the burden of decision-making is taken on by a central person.

   c. Group members may become frustrated and alienated due to total dependence on a central person.

   d. Group members eventually elect a new leader to replace the restrictive leader.

   e. Both a and b above

   f. Both a and c above

3. List the four communication patterns used in Leavitt's research study.

____

4. Match the diagrams to the appropriate communication conditions.

a. Most restrictive

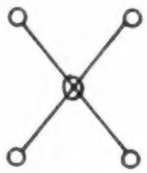
b. Most free

c. Highest centrality

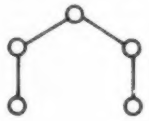
d. Lowest centrality

Note: You need not associate all the diagrams with the selected descriptions--some may be used more than once and others not at all.

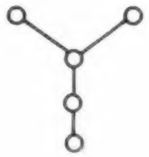
1)



2)



3)



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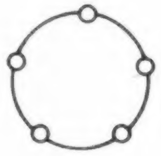


5. Which statement correctly describes the general results of free and restrictive communication structures, as derived from Leavitt's study?

a. The least restrictive communication pattern was the most expedient.

b. Although there was a difference in degrees of satisfaction between the various conditions, there was no difference in the efficiency of communication.

c. The most restrictive communication pattern was the most expedient.

d. None of the above

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. f
3. chain, wheel, Y or fork, circle (any order)
4. a-1, b-4, c-1, d-4
5. c

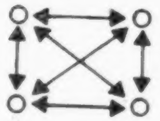
If all your answers are correct you have finished this segment. If you missed one or more questions, go to th
next page and read Detailed Summary 3.

Detailed Summary 3

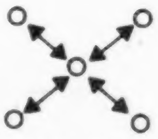
Communication Structures

The way in which communication is permitted to take place in an organization has a direct bearing on both the effective performance of a task and the well-being of the members of the group involved. The pattern formed by whatever channels of communication are permitted between individuals in a group is known as a communication structure. Theoretically, this pattern may vary from one extreme, where all members of the group are free to talk to every other member, to the other extreme, where each group member can communicate with a central person but not with anyone else. The former is termed a free communication structure, while the latter is known as a restrictive communication structure.

The following diagram illustrates the channels of communication available to groups organized into these two structures.



Free Communication



Restrictive Communication

Between these two extremes lie any number of possible structures, each exhibiting varying degrees of freedom or restriction of communication channels.

If, then, so many communication structures are possible, which of these, one may ask, is the most effective? What effect does free communication or restrictive communication have on behavior? We shall get precise answers to these and other questions when we examine a research study on the subject by Harold Leavitt.[1] In general terms, however, the following effects have been observed at the two extremes of the free-restrictive continuum:

1. Free communication structures have the effect of giving group members more independence. As a result, members are generally satisfied with their work and have high morale.
2. Restrictive communication structures give little independence to group members because they must rely entirely on a central person (the leader) for information. As a result, the power of the central person is increased, group members tend to be dissatisfied with their work, and they may become frustrated and alienated.

The above generalizations are supported by Leavitt's experimental research on pure communications systems. In these experiments, twenty groups of five men were assigned a uniform task. The members of each group were required to communicate with each other according to one of four communications structures, Circle, Chain, Fork or "Y", and finally the Wheel, as shown in the diagram on the following page. The circles on the diagrams indicate positions occupied by the men, and the lines between positions indicate the communication channels open to them.

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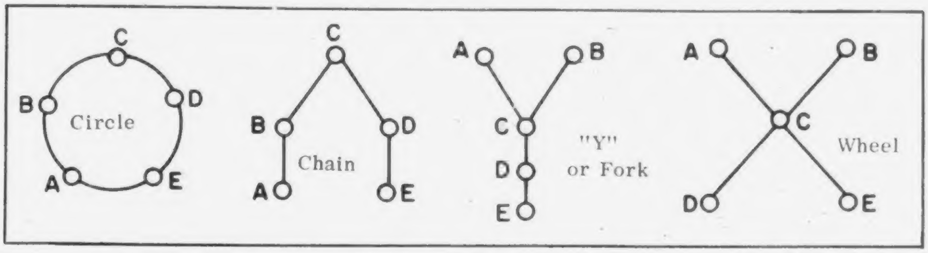
[1] Leavitt, Harold J. "Some Effects of Certain Communication Patterns on Group Performance." Journal of Abnormal and Social Psychology, 46 (1951), 38-50.



The group members were seated around a table, each separated from the others by a partition containing a slot through which notes could be passed. Each member was given a card on which appeared five (out of six possible) symbols. Each of these cards had a different symbol missing from it. Thus, in a set of five cards, there was only one symbol common to all five. The task for the entire group was to discover as rapidly as possible which was the common symbol. Communication in each group was restricted in the following ways.

In the circle, messages could be passed only to persons on the right or left, not to persons across the circle.

In the chain, messages could be passed in the same directions as in the circle, but without providing direct communication between A and E.

In the Y, or fork, A, B, and D could communicate with C. E could communicate only with D.

In the wheel, members could communicate only with the central member.

The four structures represented four degrees of centrality, ranging from the circle, which has no clear central position, to the wheel, which features a clear, unambiguous central position. In addition, the structure illustrated four degrees on a free-restrictive communication continuum--the circle and the wheel representing two extremes.

Each group was given fifteen consecutive trials on one pattern. Thus, the groups were able to develop a plan of operation during the initial trials which increased their efficiency during later trials.

The following results were observed.

1. The wheel-patterned group was the most rapid in developing a consistent plan of operation. By the fourth or fifth trial, outer members were sending information to the central member who determined the answer and sent it back to all members. By following this organization, the group was able to work faster and more accurately than all other groups and needed the least number of messages to accomplish the task. However, only the central member reported satisfaction with his job.
2. The "FORK" adopted the same plan as the "WHEEL"; i.e., sending all information to the central member who figured the solution and sent it out to the other members. Being less restricted, however, the "FORK" group was slower than the "WHEEL" group in arriving at their plan of operation. Again, only the central (decision-making) member was happy with his job.

3. In the chain pattern, organization was slower in emerging than the "Y"'s or the wheel's. Information was usually funneled in from both ends to C who then sent the answer back in both directions. Occasionally, however, B and D reached an answer decision and passed it to C.
4. In the circle, no consistent plan of action developed. Most commonly, messages were sent in both directions until any member received an answer or worked one out. This lack of efficient organization resulted in slow work, more errors, and a great number of messages. On the other hand, errors were more often corrected than by other groups. Of greater significance, the possibility of independent action on the part of each group member resulted in the highest feelings of satisfaction towards the work environment.

In general, then, the picture formed by the results is of differences in the order: wheel, "Y" or fork, chain, circle. The wheel at one extreme is least active, has a distinct leader, is well and stably organized, works quickly and efficiently, yet is unsatisfying to most of its members. On the average, morale was lowest in the highly organized "WHEEL" where there was no communication among members except through a clearly recognized leader. The circle, at the other extreme, is active, leaderless, unorganized, erratic and inefficient, yet is enjoyed by its members.

Leavitt concludes from these findings that whenever centrality (i.e., a restrictive communications structure) limits independence of action of individual members of a group, those members who do not occupy a central position and who are consequently dependent on the central position (the leader) will be dissatisfied with their work. However, there is no doubt that the most restrictive communication pattern (i.e., one where a central leader is clearly recognized) is the most effective for getting a job done.

Up to this point, we have examined the ways in which pure communications networks function. By their very nature, pure communications systems operate without any outwardly imposed authority--it is the relationships between positions in the structure which determine who is to be in authority, i.e., the most centrally-positioned person. In military organizations, on the other hand, positional authority is imposed from outside the structure. Hence, although the experimental data on communications networks may have some relevance to informal situations within the military, they are not strictly applicable to communication in formal military organizations.

This is the end of Detailed Summary 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Communication Structures

Answer the following questions as indicated in your Student Guide.

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1. Which statement correctly describes the effects of a free communication structure on group members' behavior?

   a. The lack of a leader leads to the satisfaction of the group members.

   b. Group members are generally dissatisfied because they are given too much independence.

   c. Group members are generally dissatisfied because of a lack of clear responsibility.

   d. Group members are given more independence, and as a result, are generally satisfied.

   e. None of the above

---

2. List the four communication patterns used in Leavitt's research study.

3. Which statement correctly describes the effects of a restrictive communication structure on group members' behavior?

a. Group members are generally satisfied when the burden of decision-making is taken on by a central person.

b. Group members may become frustrated and alienated due to total dependence on a central person.

c. Group members eventually elect a new leader to replace the restrictive leader.

d. The power of the central person increases because group members must rely on him for information.

e. Both a and b above

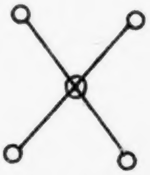
f. Both b and d above

4. Match the diagrams to the appropriate communication conditions.

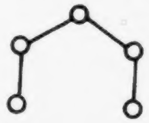
- a. Highest centrality
- b. Lowest centrality
- c. Most restrictive
- d. Most free

Note: You need not associate all the diagrams with the selected descriptions--some may be used more than once and others not at all.

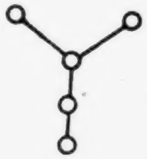
1)



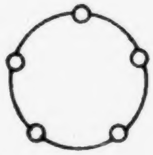
2)



3)



4)



5. Which statement correctly describes the general results of free and restrictive communication structures, as derived from Leavitt's study?

a. Although there was a difference in degrees of satisfaction between the various conditions, there was no difference in the efficiency of communication.

b. The most restrictive communication pattern was the most expedient.

c. The least restrictive communication pattern was the most expedient.

d. None of the above

Now, check your answers on page 52.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. d
2. chain, wheel, "Y" or fork, circle (any order)
3. f
4. a-1, b-4, c-1, d-4
5. b

This is the end of Part Three, Segment V.

United States Naval Academy

INRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE
GROUP DYNAMICS

Segment V
Relation of the Individual to the Group

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

RELATION OF THE INDIVIDUAL TO THE GROUP

PROGRESS CHECK

Question 1.

Shortly after he was promoted, Electrician's Mate Harvey was directed to assemble a five-man detail to repair a malfunctioning generator. He chose five close friends with whom he had worked prior to his promotion. As EM Harvey told the men how he wanted the generator disassembled and repaired, he noted a definite attitude of resentment in his friends.

Select the statement which describes why EM Harvey's men were resentful of his authority.

a. EM Harvey's promotion proved his superior qualifications and the men were resentful of his special ability and proficiency.

b. EM Harvey was experiencing difficulty because he was very insecure in his new command and fearful the men would discover his weakness.

c. EM Harvey's determination to repair the generator quite naturally caused a role conflict between his role as a recent member of the group and his new role as a leader of the same group.

d. EM Harvey's former association with the men and premature reassignment as their leader is an example of role competition; EM Harvey himself felt as though he was still a member of the group although he was detailed to command it.

Question 2.

Select the two main causes of role strain.

1) Role separation

2) Role competition

3) Role reversal

4) Role conflict

a. 1 and 3

b. 2 and 4

c. 3 and 4

d. 1 and 4

Question 3.

Select the correct definition of role conflict.

a. When a person is required to establish a priority over several behavior patterns but is unable to choose one best suited to him because of external pressures or circumstances

b. When a person is required to exhibit several behaviors but cannot because of time and/or space constraints

c. When a person occupies two roles simultaneously and the role presents time constraints

d. When a person occupies many roles simultaneously and finds that several of the roles are incompatible

Question 4.

Correctly identify the following definitions.

1. The pattern of behavior that is relevant to the role position an individual is occupying at a given time
2. The categorization of individuals in society according to their differences
3. Behavior that is expected of a person because of the position he occupies in society

a. 1. Role behavior, 2. Role position, 3. Role expectations

b. 1. Role position, 2. Role behavior, 3. Role expectations

c. 1. Role behavior, 2. Role expectations, 3. Role position

d. 1. Role behavior, 2. Role affectations, 3. Role position

Question 5.

LTJG's Golden and Johnson served together aboard the USS Foster for two years in the Engineering Department. They had graduated from the Naval Academy together. While at sea, their wives shared an apartment in San Francisco. LTJG Golden was promoted to LT and became Chief Engineer. Two repairmen under LTJG Johnson's supervision caused a serious leak in the ship's cooling system; LT Golden conducted an investigation and found that LTJG Johnson was to blame. Golden was deeply troubled by the decision that confronted him.

Select the correct method of resolution for LT Golden's role conflict.

a. Training for new role
b. Role discontinuity
c. Setting up priorities
d. Establishing of equal criteria

Question 6.

Select the statement that correctly describes the effects of a free communication structure on the group members' behavior.

a. Group members are generally more able to identify with the principal objectives of the group.

b. Group members are given more independence and generally are more satisfied.

c. Group discipline is improved and morale is generally higher.

d. The responsibilities of the group's leaders are reduced significantly since each group member has greater access to vital information and is therefore better informed.

Question 7.

Select the statement which describes the effects of a restrictive communication structure on the group members' behavior.

a. A restrictive communication structure causes the group member to limit his communication with the individual of the next highest rank.

b. A restrictive communication structure generally eases interpersonal relations within the group because communication delineation is obvious.

c. A restrictive communication structure causes the group members to rely entirely on the leader for information which in turn precipitates a feeling of general frustration within the group.

d. A restrictive communication structure denies group members access to the leader, which causes the group to become dissatisfied.

Question 8.

Complete the following statement:

A communication structure in which all messages go to the central member, who is the only one with direct communication with all others, is called a:

a. Free communication structure

b. Independent communication structure

c. Restrictive communication structure

d. Central communication structure

Question 9.

BM Swain tried to encourage on open exchange of opinions among the members of his crew. He permitted each crew member to discuss matters of concern with him or with anyone else in the group.

From the following choices, identify the type of communication structure employed by BM Swain.

a. Restrictive communication structure

b. Central communication structure

c. Free communication structure

d. Independent communication structure

Question 10.

Identify the statements which correctly define the circle and chain forms of communication structure.

1. A form of communication structure in which all messages go to the central member, who is the only one with direct communication with the other members.
2. A form of communication structure in which all messages are passed as in the circle form but without a complete circuit.
3. A form of communication structure in which several members form a chain, and a single member communicates with only one of the members of the chain.
4. A form of communication structure in which messages can be passed to the left or right only.

a. 1. circle form, 3. chain form

b. 2. chain form, 4. circle form

c. 3. chain form, 4. circle form

d. 2. circle form, 3. chain form

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Three SEGMENT V

REMEDIATION TEXT Syndactic Text VOL III-B

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Detailed Summary 1; pages 10-13 Detailed Summary 2; pages 25-27
2	b	Detailed Summary 2; pages 25-27
3	d	Detailed Summary 2; page 25
4	a	Detailed Summary 1; pages 9-11
5	c	Detailed Summary 2; pages 28-29
6	b	Detailed Summary 3; pages 42, 44-45
7	c	Detailed Summary 3; pages 42, 44-45
8	c	Detailed Summary 3; pages 41-43
9	c	Detailed Summary 3; pages 41-43
10	b	Detailed Summary 3; pages 43-45
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

PROGRAM FRAME ANSWERS

PART THREE

Segments, I, II, III, IV

PROGRAM FRAME ANSWERS

PART Three SEGMENT I TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	c
2	b
3	c
4	b
5	a
6	d
7	c
8	a
9	d
10	c
11	d
12	a
13	c
PROGRAMED SEQUENCE 2	
1	d
2	b
3	d
4	c
5	e
6	b
7	a
8	d
9	a
10	a-2,5,6 b-1,3,4
11	b
12	a
13	a-1,4,5 b-2,3,6
PROGRAMED SEQUENCE 3	
1	e
2	a
3	c
4	c
5	c
6	b
7	d
8	a-2,4,5 b-1,3,6
9	b
10	a-2,4,5 b-1,3

PROGRAM FRAME ANSWERS

PART Three SEGMENT II TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	a
3	d
4	e
5	c
6	d
7	d
8	d
9	b
10	a
11	b
12	d
13	d
14	b
15	c
16	c
17	a
18	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 2	
1	c
2	d
3	b
4	a
5	c
6	a
7	b
8	d
9	b
10	c

PROGRAM FRAME ANSWERS

PART Three SEGMENT III TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	c
2	a
3	c
4	c
5	a,c
6	b
7	b
8	a
9	b
10	b
11	a
12	c
13	NO RESPONSE
14	c
PROGRAMED SEQUENCE 2	
1	a
2	a-3,b-1 c-2
3	c
4	c
5	a
6	b
7	a
8	c
9	b
10	b
11	b
12	c
13	a

PROGRAM FRAME ANSWERS

PART Three SEGMENT IV TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	a
2	b
3	NO RESPONSE
4	b
5	d
6	a
7	d
8	a,b,c,d
PROGRAMED SEQUENCE 2	
1	a
2	a
3	b
4	b
5	b
6	b
7	d
8	c
9	c
10	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 3	
1	d
2	a
3	a
4	a
5	c
6	a
7	b
8	c
9	a
10	d
11	d
12	b